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A STUDY OF MAGAZINES SUBSCRIBED TO BY 125 ACCREDITED  
SECONDARY SCHOOLS OF MONTANA AND  
THEIR LIBRARY STANDARDS

by

FLORENCE RAFFETY

B. S., Montana State University, 1954

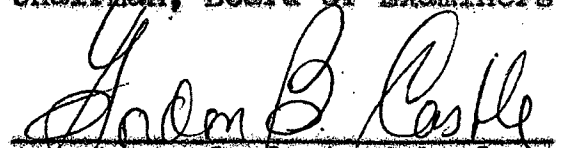
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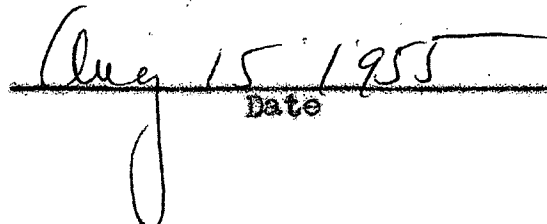
MONTANA STATE UNIVERSITY

1955

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## CHAPTER I

### INTRODUCTION

When God the earth created  
And saw that it was good  
He was naturally elated;  
He did the best He could.  
But not to knock Jehovah  
(He wisely used His means)  
It had to be done over  
By all us magazines.  
We do not mean to be unkind--  
How could He know the public Mind?  
We do not mean to give offense,  
He hadn't our experience.

\* \* \*

God made the earth and heaven  
And things that creep and crawl.  
It took but mornings seven;  
It wasn't bad at all.  
But not to criticize Him  
The world was raising hob  
Till the magazine came forward  
And finished up the job.<sup>1</sup>

Society today is influenced to a large extent by many means of mass communication among which the magazines do hold a very significant and prominent place. Their influence is far reaching and plays an important part in the life of every adult as well as that of every adolescent child. Opinions are formed and social actions influenced considerably by the current reading material with which people come in contact. Magazines are probably the most influential of all our mass

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<sup>1</sup>Jack Goodman, While You Were Gone (New York: Simon & Schuster, 1946) p. 409

means of communication. Papers are quickly discarded, radio programs fade from memory, but the magazine is usually retained for further reading by several members of the household, allowing for more thoughtful selection and concentration.<sup>2</sup> Whether the influence of the magazine is good or bad depends largely upon the magazines that youths are exposed to during their formative years, as it is the reading habits that are formed in school that will carry over to adult reading and form the basis of later selections. The school can be one of the best contributors to an adequate source of desirable magazines for children, so a knowledge of the number and types of magazines to which schools subscribe and make accessible to students should give a good concept of whether or not they are adequately meeting the needs of the adolescent children who are learning under their supervision.

#### I. THE PROBLEM

Statement of the problem. The purpose of this study was: (1) to discover the magazines leading in subscription popularity in the Accredited Secondary High Schools of Montana; (2) to discover how adequately the library standards as reported by each individual school complies with the standards set up by the Northwest Accrediting Association; and (3) to present a list of the leading magazines and a tabulation of

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<sup>2</sup>James P. Wood, Magazines in the United States (New York: Ronald Press Company, 1949) p. 243

the standards.

Importance of the problem. This study of magazine subscription lists and library standards should be of interest to teachers and school principals as a basis of comparison of their schools with others in the state. The Northwest Accrediting Association should find it of value as it will give them a tabulated report of the proportion of Montana schools that are meeting or exceeding their standards. Librarians should find it of interest as a means of determining whether the majority of the schools are subscribing to the magazines which they consider most beneficial and worthwhile to the students.

The most important step in this study is to note whether the children are being given an adequate opportunity to familiarize themselves with good periodical reading, to find out whether or not it is available in the schools for their use, and then to determine whether or not the facilities of the library and the training of the librarian assures a good probability that the subscribed to material will be put to advantageous use by the pupils.

Harold A. Anderson states that the following appraisal by the investigators of the reading of New York city pupils merits careful study:

Can a democracy afford not to develop a nation of efficient readers with liberal taste, especially when every doctrine is broadcast over the radio and dramatized on the screen? Has not a democracy a moral obligation to teach its electorate to read? Statistics in regard to the



newspaper reading of two of the leading high schools in New York indicate that the favorite newspaper is a tabloid newspaper; and in other high schools, the tabloid ranks high on the list of preferred newspapers. Try to get a picture of the mind of the boy who reads only tabloid newspapers, inferior magazines, and detective stories. Such a program does him irreparable injury. The survey reveals the fact that there are many boys and girls whose reading points in the direction of their becoming social liabilities instead of assets.<sup>3</sup>

If there is a need for the justification of the study of magazines, four very clear, concise reasons were given by the pupils of the University High School in Chicago: (1) we all read them, (2) they publish up-to-the-minute information on current affairs, (3) they publish the work of many of our best writers, and (4) they influence public opinion.<sup>4</sup>

Frank Luther Mott in a detailed history of American Magazines shows that their importance rests upon three services which they perform. First, he states that they provide a democratic literature which is sometimes of high quality. They must keep very close to their public and catch the slightest nuances of popular taste, since unless this is done their annual subscriptions will not be renewed. Second, the magazines have played an important part in the economics of literature in that they stimulate book trade by inculcating reading habits, by the discussion of books in their pages, and by familiarizing their readers with literary reputations.

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<sup>3</sup>William S. Gray et al, Reading in General Education (Washington, D. C.: American Council of Education, 1940) p.224

<sup>4</sup>E. E. Shepherd, "How to Interest Students in a Variety of Better Magazines," English Journal, 38 (October, 1949) p.445

Third, periodicals furnish an invaluable contemporaneous history of their times.<sup>5</sup> He further states:

Few fields of investigation are of more lively interest than that of the course of popular ideas. The thoughts and feelings of the people, the development of their taste in art and music and letters, their daily work and play, and even their fads, are inexhaustibly entertaining and instructive. Where is there such a record of these things as we have in the magazine files? Not in the newspapers, which tell of them with less skill and less order; not in the books, which neglect some details of this web of life to overemphasize others.<sup>6</sup>

A Nationwide Magazine Audience Survey released in 1948 by the Magazine Advertising Bureau states that magazines are read by 71,550,000 individuals of fifteen years or older, indicating that they are read by one or more individuals fifteen years or older in 82.5 per cent of all of the country's families. "Magazine penetration is deep. Magazine pressure on the American mind is continuous and unrelenting."<sup>7</sup>

For more recent figures on magazine publications and subscriptions, one only has to look at the 1955 edition of Ayer's Directory of Newspapers and Periodicals which lists 8,408 different magazine publications for 1954.<sup>8</sup> A few magazine circulation figures as given in this directory appear as follows: Life--5,615,075, Time--1,860,975, Newsweek--1,010,685, National Geographic--2,145,362, National Comics

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<sup>5</sup>Frank Luther Mott, A History of American Magazines (New York: D. Appleton and Company, 1930), pp. 2-3

<sup>6</sup>Ibid., p. 4

<sup>7</sup>Wood, op. cit., p. 248

<sup>8</sup>N. W. Ayer and Son, Directory of Newspapers and Periodicals (Philadelphia, Pa.: N.W. Ayer and Son's Publishing Company, 1955), p. 8

Group--6,952,335, Marvel Comic Group--6,007,137, True Confessions--1,418,720, Saturday Evening Post--4,597,987, The Atlantic--215,333, and Harpers--163,487.<sup>9</sup> This is just a small sampling of the 8,408 but when one stops to realize that each individual copy of each magazine is read by not one but several individuals it does give an indication of the tremendous circulation that magazines have in this country.

"Whatever the value placed on these publications, the problem that they offer to the teacher is acute. Even the scholarly adult finds selection difficult, and discrimination a complex matter . . . the school cannot ignore the time and the attention demanded by the various agencies of news and comment."<sup>10</sup>

## II. DEFINITION OF TERMS

Magazine. A magazine is a bound pamphlet that is issued more or less regularly and containing a variety of reading material.<sup>11</sup> The dictionary defines it as a publication appearing regularly containing stories articles, etc., a periodical publication.

Periodical. A periodical is issued at intervals more or less regularly, possesses periodicity.<sup>12</sup> The dictionary defines it as a magazine that appears regularly.

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<sup>9</sup>Ayer, op. cit., pp. 1350-1355

<sup>10</sup>L. L. LaBrant, "American Culture and the Teaching of Literature", Chapter VI, W. S. Gray, et. al, op. cit., p. 192

<sup>11</sup>Mott, op. cit., p. 7

<sup>12</sup>Ibid.

The words magazine and periodical are used interchangeably in this study.

Secondary Schools. This term may include junior high schools, senior high schools, junior colleges, and six year high schools. No one definition includes all the organizations that operate in the conventionalized field of secondary education.<sup>13</sup> The term as used in this study is defined only as applying to four year high schools.

Northwest Accrediting Association. This association is one of six regional associations in the United States that works in an advisory capacity to help schools in the northwest to evaluate, maintain, and improve their standards.<sup>14</sup>

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<sup>13</sup>Fred Engelhardt, and A. V. Overn, Secondary Education Principles and Practices (New York: D. Appleton-Century Company, 1937), pp. 6-7

<sup>14</sup> Northwest Association of Secondary and Higher Schools, Manual of Accrediting Secondary Schools (Eugene: University of Oregon, 1950) p. 2

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Many studies have been conducted in regard to reading interests and preferences of high school students. Studies have been made in regard to periodical preferences and reading interests, magazines that are most enjoyed and valued, the amount of reading done, the period of their lives when students felt they were most influenced in their reading habits and choices, and the amount of influence the school has had in guiding their selections. The literature related to this study will be presented in three parts: (1) the literature pertaining to magazine preferences of students, and school subscriptions, (2) the literature pertaining to Montana studies of magazine subscriptions in Montana secondary schools and Montana students' preferences, (3) the literature pertaining to school influence on periodical reading.

#### II. MAGAZINE PREFERENCES

Magazine preferences of students. In this report considerable attention will be devoted to the study by Dr. Eells in 1937, as it is probably the most extensive and representative study of magazines among high school pupils that has ever been reported. Dr. Eells has summarized the study of magazines that were taken and read in 290 high schools located in every state. The selection of magazines

was based on replies from 17,338 pupils who were asked to name the periodicals read fairly regularly. There was a total of 1,072 different magazines listed by these students as being read regularly and there was a fairly regular reading of six magazines per student.<sup>1</sup> The leading twenty magazines that were reported as enjoyed and valued most by these students were Reader's Digest, Life, American Magazine, Time, Good Housekeeping, Popular Mechanics, Literary Digest (now discontinued), Collier's, Popular Science Monthly, National Geographic, Saturday Evening Post, Ladies' Home Journal, McCall's, Cosmopolitan, American Boy, Boys' Life, Liberty, Esquire, Pictorial Review, and Scholastic.<sup>2</sup> These magazines were further divided into the twelve magazines that were most popular with boys and the twelve that were most popular with girls. These magazines are listed below in order of their preference.<sup>3</sup>

Magazines Boys Prefer

Readers Digest  
Life  
Popular Mechanics  
Time  
Popular Science Monthly  
American Magazine  
Collier's  
American Boy  
Boys' Life  
Literary Digest  
Esquire  
Saturday Evening Post

Magazines Girls Prefer

Readers Digest  
Life  
Good Housekeeping  
American Magazine  
Literary Digest  
Ladies' Home Journal  
McCall's Magazine  
Time  
Cosmopolitan  
Collier's  
National Geographic  
Pictorial Review

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<sup>1</sup>Walter Crosby Eells, "What Periodicals Do School Pupils Prefer? Report on One Phase of the Cooperative Study

Dr. Eells also made a tabulation of the magazines subscribed to by each of the 200 schools represented in the study. A total of 551 different periodical titles were reported, state and local publications were omitted. Table I gives a listing of his findings. On this table he listed 163 magazines to which at least five or more schools subscribed. There were twenty-four magazines to which only four schools subscribed, thirty-nine to which only three subscribed, eighty-six to which two subscribed, and two hundred thirty-nine to which only one school subscribed. Only twelve of these periodicals are reported as being subscribed to by over half of the schools studied.<sup>4</sup>

A scale for the evaluation of periodicals in secondary school libraries was devised by Dr. Eells to evaluate the periodicals listed in the above mentioned study. One hundred sixty-seven librarians in all parts of the country were chosen to make the evaluation. There were one hundred eighteen periodicals that were listed as being currently received by three or more libraries that were selected as the list of magazines for evaluation.<sup>5</sup> The first twenty recommended by the librarians were: Readers' Guide to Periodical Literature,

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of Secondary School Standards, "Wilson Bulletin for Librarians, XII, December, 1937, p. 249

<sup>2</sup>Ibid., p. 251

<sup>3</sup>Ibid.

<sup>4</sup>Walter Crosby Eells, "Report on One Phase of the Cooperative Study of Secondary School Standards," Wilson Bulletin for Librarians, XII, November, 1937, p. 188-189

National Geographic Magazine, Wilson Bulletin for Librarians,  
Booklist, Current History Magazine, Literary Digest, Nature  
Magazine, Popular Mechanics Magazine, Scholastic, Popular  
Science Monthly, Reader's Digest, Harpers Magazine, Daily  
Newspaper Regional, Atlantic Monthly, Hygeia, Scientific  
American, Review of Reviews and World's Work, Subscription  
Books Bulletin, Congressional Digest, and New York Times--  
Sunday only.

In comparing the two lists, the one most valued and enjoyed by high school students and the one selected by the one hundred sixty-seven librarians as being of most value, a wide divergence of opinion will be found. This divergence may be accounted for in part by the fact that the librarians were not asked to evaluate the magazines solely on the basis of pupil interest but for the secondary school library as a whole.

Dr. Eells says, "New magazines are constantly being established, old ones are being discontinued or merged with others. Even when the name is retained, the character is often modified materially if not completely in a relatively short time . . . . A scale of this sort, if it is to have permanent value, probably will need revisions every few years, if not more frequently."<sup>7</sup>

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<sup>5</sup>Walter Crosby Eells, "Report on One Phase of the Cooperative Study of Secondary School Standards," Wilson Bulletin for Librarians, XII, June, 1937, p. 669

<sup>6</sup>Ibid., p. 672

<sup>7</sup>Ibid., p. 671



TABLE I

PERIODICALS RECEIVED BY 200 SECONDARY SCHOOL LIBRARIES  
AS REPORTED BY EELLS

Periodicals	Cooperative Study Value Scale	Frequency
1. Reader's Digest	9	162
2. National Geographic	10	155
3. Literary Digest	9	140
4. Popular Science Monthly	9	128
5. Popular Mechanics Magazine	9	122
6. Good Housekeeping	6	120
7. Current History Magazine	9	118
8. Scholastic	9	117
9. Time	7	116
10. Nature Magazine	9	113
11. Wilson Bulletin	9	110
12. Hygiea	8	110
13. Readers Guide	10	95
14. Atlantic Monthly	8	95
15. Review of Reviews	8	93
16. Harpers Magazine	8	90
17. Scientific American	8	88
18. American Boy	6	84
19. American Magazine	4	81
20. Scribners Magazine	7	73
21. News Week	7	61
22. Better Homes and Gardens	6	61
23. Forum and Century	6	59
24. Journal of N.E.A.	7	56
25. Science News Letter	7	55
26. American Girl	5	55
27. Saturday Evening Post	3	55
28. English Journal	7	54
29. New York Times (Sunday only)	7	53
30. Christian Science Monitor	7	49
31. School Arts Magazine	7	46
32. American Home	6	46
33. Ladies Home Journal	3	40
34. Saturday Review of Literature	7	39
35. Industrial Arts	6	39
36. School Life	6	39
37. Woman's Home Companion	3	37
38. Boys Life	6	36
39. Athletic Journal	6	35
40. Travel	6	35

TABLE I (continued)

Periodicals	Cooperative Study Value Scale	Frequency
41. Asia	6	34
42. Survey	7	31
43. Journal of Home Economics	5	31
44. School Review	5	31
45. Delineator	3	31
46. Congressional Digest	8	30
47. McCall's Magazine	2	30
48. New York Times (Daily)	5	29
49. Booklist	9	28
50. American Observer	7	28
51. School and Society	6	27
52. Etude	5	27
53. Theatre Arts Monthly	5	27
54. Gregg Writer	4	26
55. School Science and Mathematics	5	25
56. Subscription Books Bulletin	8	23
57. United States News (weekly)	6	23
58. School Musician	4	23
59. American Cookery	5	22
60. Nation's Business	4	22
61. Design	6	21
62. House Beautiful	3	21
63. Parents Magazine	4	21
64. Business Week	5	20
65. Nation	6	19
66. Science Leaflet	6	19
67. Fortune	5	19
68. Field and Stream	4	19
69. St. Nicholas	4	19
70. Education Digest	5	18
71. House and Garden	5	18
72. Practical Home Economics	5	18
73. School Activities	5	18
74. Stage	5	18
75. Vogue	5	18
76. Pathfinder	2	18
77. Popular Homecraft	6	17
78. Colliers	1	17
79. Correct English	--	16
80. Life	6	15
81. Radio News	6	15
82. Nations Schools	4	15
83. Country Gentleman	2	15
84. American Forests	--	15

TABLE I (continued)

Periodicals	Cooperative Study Value Scale	Frequency
85. Pictorial Review	--	15
86. New Republic	6	14
87. Open Road for Boys	--	14
88. Forecast	6	13
89. Aviation	5	13
90. Scholastic Coach	5	13
91. Rotarian	2	13
92. Le Petit Journal	--	13
93. Social Studies	7	12
94. Survey Graphic	7	12
95. Popular Aviation	6	12
96. Vital Speeches	6	12
97. Poetry	4	12
98. American School Board Journal	3	12
99. School Management	3	12
100. Journal of Health	--	12
101. Illustrated London News	5	11
102. Occupations	5	11
103. Weekly News Review	5	11
104. Living Age	4	11
105. Mathematics Teacher	--	11
106. Modern Literature	--	11
107. Building America	7	10
108. Musical America	6	10
109. Aero Digest	5	10
110. American Magazine of Art	4	10
111. Leisure	4	10
112. Poultry Tribune	2	10
113. Progressive Education	--	10
114. Today	--	10
115. Arts and Decoration	5	9
116. L'Illustration	5	9
117. American City	4	9
118. American Mercury	2	9
119. Journal of Chemical Education	--	9
120. School Executive	--	9
121. Annals of the American Academy	5	8
122. Consumers Research Bulletin	5	8
123. Health	5	8
124. Hoard's Dairyman	3	8
125. Library Journal	--	8
126. Current Science	6	7
127. Reading and the School Library	6	7

TABLE I (continued)

Periodicals	Cooperative Study Value Scale	Frequency
128. Book Review Digest	--	7
129. Current Events	--	7
130. Commonweal	--	7
131. Fiction Parade	--	7
132. Outdoor Life	--	7
133. Quill and Scroll	--	7
134. Clearing House	4	6
135. Hobbies	--	6
136. America	--	6
137. Bird Lore	--	6
138. Breeders Gazette	--	6
139. Business Education World	--	6
140. Industrial Education	--	6
141. Jacob's Band Monthly	--	6
142. Journal of Business Education	--	6
143. Journal of Geography	--	6
144. Musical Courier	--	6
145. Outlook	--	6
146. Parent-Teacher	--	6
147. Science	--	6
148. Careers and Hobbies	5	5
149. Congressional Record	3	5
150. Mid-Week Pictorial	3	5
151. American Builder	--	5
152. Century	--	5
153. Cosmopolitan	--	5
154. Country Life	--	5
155. Cumulative Book Index	--	5
156. Modern Mechanix	--	5
157. Motor	--	5
158. Natural History	--	5
159. New York Times Book Review	--	5
160. North American Review	--	5
161. Pencil Points	--	5
162. Publishers Weekly	--	5
163. Successful Farming	--	5

\*Walter Crosby Ellis, "Report on One Phase of the Cooperative Study of Secondary School Standards," Wilson Bulletin for Librarians, XII, November, 1937, pp. 188-189

Brink reported, in a study made of reading interests of 1,532 pupils in Chicago high schools, twelve magazines that were read by more than 5% of the pupils. These magazines were: Saturday Evening Post, Reader's Digest, Liberty, Collier's, Good Housekeeping, Ladies' Home Journal, Life, Time, American, McCall's, Literary Digest, (now discontinued), and Popular Mechanics. He found that 46% read magazines regularly, 43% occasionally, and 11% seldom. These percentages increased with the grade, showing the seniors as reading 57% regularly, 39% occasionally, and 4% seldom. He found that high school students on an average read two or three magazines regularly.<sup>8</sup>

Wilfred Eberhart, a staff member of the Eight-Year Study of the Progressive Education Association, conducted a survey in 1940. A check list of one hundred magazines was given to eighty-nine senior high school pupils in Iowa City, and they were asked to mark those read regularly, those read occasionally, and to add titles that were not on the list. The following ten periodicals were those checked most frequently by the students: Reader's Digest, Life, Look, Saturday Evening Post, Collier's, Time, National Geographic, Esquire, Good Housekeeping, and Ladies' Home Journal. She

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<sup>8</sup>William G. Brink, "High-School Pupils Interests in Magazines and Newspapers," School Review, XLVIII (January, 1940), pp. 41-42

also found that the students were of the opinion that they read Life and Look completely, but only parts of the Reader's Digest, Saturday Evening Post, and National Geographic were read. She found that ten was the median number of magazines read per pupil.<sup>9</sup>

Reader's Digest, Life, and Saturday Evening Post appear to be very popular on all the lists except the list of the first twenty magazines recommended by the librarians in Dr. Ellis' study. However, Reader's Digest is included in their list being given eleventh place with a value rating of nine out of a possible ten. A study made by Dr. Smith found that The Saturday Evening Post was considered the best liked magazine by the students but that Reader's Digest was read the most frequently.<sup>10</sup>

## II. MONTANA STUDIES

Ames study of magazine subscriptions in secondary schools. The study to be reviewed first here will be the one by Dr. W. R. Ames, professor of education at Montana State University. It was his study that prompted the present study

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<sup>9</sup>Harold A. Anderson, "Reading Interests and Tastes," in William S. Gray, et al., Reading in General Education, (Washington: American Council on Education, 1940) p. 236

<sup>10</sup>Dora V. Smith, "Evaluating Instruction in Secondary School English," A Report of a Division of the New York State Regents Inquiry into the Character and Cost of Public Education in New York State, English Monograph, Number 11, (Chicago: National Council of Teachers of English Publication, 1941), p. 91

and is the one that is most closely related to it. In 1946, he made a detailed study of the magazines that were popular in accredited Montana high schools according to the subscription lists submitted by the principals in their Secondary School application for Northwest Accreditation. Ames found that 244 different magazines were listed in 115 Montana schools, that 101 of the magazines were found in only one school, and that thirty-one more were found in only two different schools. The leading twenty magazines in subscription popularity according to his findings were: Reader's Digest, Time, News Week, National Geographic, Life, Popular Science, Popular Mechanics, Good Housekeeping, Scholastic, Science News Letter, Saturday Evening Post, American, Nature Magazine, Better Homes and Gardens, American Girl, Harpers, Hygeia, Athletic Journal, Current History, and What's New In Home Economics.<sup>11</sup>

A comparison between the magazine subscriptions of the 200 schools that Ellis tabulated and the 115 Montana schools that Ames used in his study is of interest. Of the first twenty in the Ames' list, twelve of these appear in the first twenty of Ellis' list. Reader's Digest ranks first in both lists. The others are: National Geographic, Popular Science Monthly, Popular Mechanics, Good Housekeeping,

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<sup>11</sup>W. R. Ames, Studies of the Secondary Commission of the Northwest Association of Secondary and Higher Schools, (Montana State University, Missoula, 1946) pp. 10-11

Current History Magazine, Scholastic, Time, Nature Magazine, Hygeia, Harper's Magazine, and American Magazine.

Because of the close relationship between the study of Dr. Ames and the present study, a complete listing of his findings is published in Table II. The cooperative study class values that were assigned to the magazines have been included, but as Dr. Eells suggested at the time of his report, the scale should be revised every few years in order to have permanent value,<sup>12</sup> Dr. Ames also suggested, at the time of his study, that the cooperative list of magazines should be extended and re-evaluated in terms of its present day use. Ames found that twenty was the median number of magazines subscribed to by the schools.

Kovis study. In 1953, Jerome M. Kovis working on a Master's Degree at Montana State University, sent a questionnaire to 618 Montana high school freshmen to determine their leisure time activities. In his questionnaire he included a question on the names of magazines read. From the 618 questionnaires there was a listing of ninety-seven different magazines. He found that 292 was the largest number of students choosing any one magazine. The magazines leading in popularity in his survey were Life, Saturday Evening Post, Colliers, Look, Time, Outdoor Life, Reader's Digest, True,

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<sup>12</sup>Eells, op. cit.

<sup>13</sup>Ames, op. cit.



TABLE II

POPULAR MAGAZINES FOR MONTANA SCHOOLS

AS REPORTED BY AMES

Magazine	Number of Schools Having Each	Cooperative study Class Value
1. Reader's Digest	53	9
2. Time	49	7
3. Newsweek	48	7
4. National Geographic	48	10
5. Life	45	6
6. Popular Science	40	9
7. Popular Mechanics	35	9
8. Good Housekeeping	31	6
9. Scholastic	27	9
10. Science News Letter	25	7
11. Saturday Evening Post	24	3
12. American	22	4
13. Nature Magazine	21	9
14. Better Homes and Gardens	21	6
15. American Girl	20	5
16. Harpers	20	8
17. Hygeia	20	8
18. Athletic Journal	19	6
19. Current History	18	9
20. What's New in Home Economics	17	--
21. Atlantic Monthly	15	8
22. Gregg Writer	15	4
23. Great Falls Tribune	14	8
24. New York Times	14	7
25. Mademoiselle	14	--
26. Boys Life	14	6
27. American Observer	9	7
28. U. S. News	9	6
29. Forecast	8	6
30. McCall's	8	2
31. School Arts	8	7
32. Science Digest	8	--
33. American Home	7	6
34. American Farm Youth	7	--
35. American School Board Jr.	7	3
36. Business Week	7	5
37. Coronet	7	--
38. Country Gentleman	7	2
39. Flying	7	--
40. Ladies Home Journal	7	3

TABLE II (continued)

Magazine	Number of Schools Having Each	Cooperative Study Class Value
41. Look	7	--
42. Montana Farmer	7	--
43. Parents	7	4
44. Scholastic Coach	7	5
45. School Musician	7	4
46. Survey Graphic	7	7
47. Travel	7	6
48. Wilson Bulletin	7	9

\*W. R. Ames, "Studies of the Secondary Commission of the Northwest Association of Secondary and Higher Schools," (Montana State University, Missoula, Montana, 1946) p. 11

Seventeen, and Newsweek.<sup>14</sup> While Mr. Kavis's study is only a limited sampling of Montana high school students in that there are only 618 of them represented, all chosen from the freshman class, it is of interest to note his findings as to their preferences, as they are of a recent date and can later be compared with the list of magazines to which the schools subscribe. Table III is a condensed revision of Table XXXV in the Kavis thesis. In Mr. Kavis's table he has divided the periodicals read into three school classifications--first, second, and third, and then totaled these figures.<sup>15</sup> For the purpose of this study the aggregate total he gives for each magazine will be sufficient.

### III. SCHOOL INFLUENCE

School influence on periodical reading. Studies have been conducted to determine what the schools have done or are doing to raise magazine reading tastes and interest the students in better periodicals. A survey was conducted by Henderson in which 2,086 students were asked to omit their name from the questionnaire and answer the questions of who asked them to read magazines and if teachers had asked them to read magazines. Of this group 1,007 replied that no one asked them to, and 1,638 of this group replied that teachers had not asked them to read magazines. However,

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<sup>14</sup>Jerome M. Kavis, "Leisure-time Activities of 618 High School Freshmen," (unpublished Master's thesis, Montana State University, Missoula, 1953) pp. 69-70

<sup>15</sup>Ibid., p. 73

TABLE III

PERIODICALS READ BY 618 MONTANA FRESHMEN

Periodical	Total
1. Life	292
2. Saturday Evening Post	237
3. Colliers	112
4. Look	110
5. Time	66
6. Outdoor Life	52
7. Reader's Digest	49
8. True	46
9. Popular Mechanics	42
10. Seventeen	40
11. Field and Stream	36
12. American Girl	32
13. Newsweek	29
14. True Romance	28
15. McCall's	25
16. The American	24
17. Ladies Home Journal	24
18. Argosy	22
19. Movie Life	22
20. True Story	19
21. Photoplay	18
22. Popular Science	17
23. Sports Afield	17
24. Better Homes and Gardens	16
25. Quick	16
26. Country Gentlemen	15
27. Boys Life	14
28. Modern Screen	14
29. Hot Rod	14
30. Screen Land	13
31. Redbook	12
32. Farm Journal	10
33. National Geographic	10
34. True Confessions	10
35. Good Housekeeping	9
36. Family Circle	8
37. Modern Photography	8
38. Saga	8
39. Western Horseman	8
40. Open Road	7

TABLE III (continued)

Periodical	Total
41. Male	7
42. True Story	7
43. Men	7
44. Air Trails	6
45. Ranch Romance	6
46. Pathfinder	6
47. Sports	5
48. Coronet	5
49. Woman's Home Companion	5
50. Motor Trend	4
51. Holiday	4
52. Glamour	4
53. Hunting and Fishing	4
54. Business Week	3
55. Cosmopolitan	3
56. Esquire	3
57. New Yorker	3
58. Pageant	3
59. Friends	3
60. Stag	3
61. Fortune	2
62. Modern Air News	2
63. Flying	2
64. Mechanics Illustrated	2
65. Front Page Detective	2
66. Household	2
67. Real Romance	2
68. Horse Lovers	2
69. U. S. News and World Report	2
70. Adventure	1
71. War	1
72. Church Period	1
73. Ring	1
74. Ideals	1
75. Wall Street Journal	1
76. Bit and Spur	1
77. Racing	1

\*Jerome M. Kovis, "Leisure-time Activities of 618 High School Freshmen", (unpublished Master's thesis, Montana State University, Missoula, 1953) pp. 73-74

these students did report a reading of 162 different magazines--"a large number of them of poor quality. Very little was done in the two schools studied to cultivate the reading of the better periodicals. The pupils' choices were influenced by other factors, such as display racks in corner drug stores and news stands."<sup>16</sup>

Anderson also mentions an unpublished study of Eberhart's that was conducted in a midwestern city high school. Three hundred seventy-seven students, checking a list of one hundred magazines, were asked: "Are there any magazines among those checked which you began to read because of their availability in the school library?" Of this group one hundred fifty-two answered "yes"; one hundred eighty-seven answered "no"; and there was no reply from forty-eight.<sup>17</sup>

At the Ohio State University school one hundred eight pupils in grades ten, eleven and twelve were given freedom to use the library, which was supplied with good magazines, at their leisure and to choose their own reading materials. At the end of a three year period, pupils were asked to check a questionnaire stating whether they had read the magazine, whether they had enjoyed reading it, and whether they felt it should be reordered for next year. They were also asked to make suggestions of new magazines they would

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<sup>16</sup>Anderson, op. cit., pp 236-237

<sup>17</sup>Ibid., p. 238

like to have added. The ten magazines receiving most reorder votes from the one hundred eight students were Time, The New Yorker, National Geographic Magazine, The Literary Digest, Atlantic, Harpers Magazine, L'Illustration, Scribners, Popular Science Monthly, and Theatre Arts Monthly. According to LaBrant and Heller who conducted this study, the results show that if students are given an opportunity in the school library to read the better magazines, they will come to<sup>18</sup> prefer them.

As to the level of reading interests of secondary school pupils, Center and Persons found that in a study of 46,000 pupils in nine high schools there was little in their reading selections to develop judgment, discrimination, or criticism. They found that the teachers influenced book selection but not the magazine or newspapers.<sup>19</sup> Harold H. Funke made a survey of material read in newspapers and magazines by boys and girls in Illinois and Georgia. His findings were that only the lighter magazines are read frequently; very scant attention was given to more serious magazines; and that newspaper comic strips and sports are<sup>20</sup> most widely read.

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<sup>18</sup>Lou L. LaBrant and F. M. Heller, "Magazine Reading in an Experimental School", Library Journal, LXI (March 15, 1936), pp. 214-216

<sup>19</sup>Stella S. Center and Gladys L. Persons, "The Leisure Reading of New York City High-School Students", English Journal, XXV (November, 1936) p. 726

#### IV. SUMMARY

The literature that has been reviewed in this chapter is not all that is available on the subject of magazines, but it is representative of the large amount of research that has been done in this field. In the preceeding pages there is a good view of students' choices in the field of magazine reading, the subscription lists of secondary high schools, and the amount of influence the school has had in directing students in their choices of reading materials. "An inference which may be drawn from these results is that schools have a responsibility to develop a greater interest in good books and magazines on the part of their students."<sup>21</sup>

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<sup>20</sup>Harold H. Punke, "The Home and Adolescent Reading Interests", School Review, XLV (October, 1937), pp. 618-19

<sup>21</sup>Arthur E. Traxler, "Ten Years of Research in Reading", Educational Records Bulletin No. 32, (New York: Education Records Bureau, March, 1941) p. 14



## CHAPTER III

### PROCEDURE

Area limitations. This study was restricted to a tabulation of magazines and library standards as reported by the superintendents or principals in their 1953-54 Secondary School Principals' Reports. This study was comprised of data submitted by 125 of the 126 accredited secondary schools in the state of Montana. The school which was omitted had not submitted a report at the time this material was gathered.

As no new evaluation of magazines was available since that published in 1937, "The Scale for the Evaluation of Periodicals in Secondary School Libraries,"<sup>1</sup> this study did not attempt an evaluation by any other means than that of opinions expressed by trained librarians. A comparison was made between library standards as set up by the Northwest Accrediting Association and those which were reported to be in existence in the schools during the school year of 1953-54 in the state of Montana to determine how adequately these standards are being met.

Sources of data. The primary source of data was the

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<sup>1</sup>Walter Crosby Eells, "Report on One Phase of the Cooperative Study of Secondary School Standards," Wilson Bulletin for Librarians, XII, June, 1937, p. 669

Secondary School Principals Reports. As these reports are influential in determining on what basis the school's accreditation for the following year will be, the material tabulated from them should be extremely reliable. The recommendations for library standards of the Northwest Accrediting Association and the Evaluative Criteria of Secondary School Standards were used as well as library literature from various sources which included reports, pamphlets, journals, and books. A copy of the blank, "Standard 2--Library and Laboratory" which the principals fill out and a copy of "Standard 2--Library and Laboratory" as given in the Manual of Accrediting Secondary Schools is included in the appendix.

Method of procedure. At the time the Secondary School Principals' reports were in the office of Dr. Ames, a copy was made of the answers to the questions which appear on the form "Standard 2--Library and Laboratory" section of this report. It is required that a list of magazines and newspapers that are subscribed to by the schools be attached to the report, and a copy was made of these also.

The plan at the beginning of the study was to try to locate a new scale for the evaluation of magazines with which the subscription lists of the Montana schools could be evaluated. The 1937 evaluation scale was not considered reliable for this study because since that date policies of

different magazines have changed, new magazines have been added, and others are no longer published. A check was made with Miss Catherine White, reference librarian at Montana State University, as to the existence of a more recent evaluation. She was unable to find any more recent data than the 1937 study conducted by Dr. Eells. A letter was written to Carl A. Jessen, Executive Secretary of the Cooperative Study of Secondary School Standards, but he was unable to suggest any new evaluation source. He did suggest that the Middle State Association of Colleges and Secondary Schools might have some data of value growing out of evaluations carried on in the Middle States territory.

A letter received from Dr. Matthews, Chairman of the Commission on Secondary Schools of the Middle States Association, stated that to his knowledge no study of magazines subscribed to by the accredited schools in the Middle States Area had been made and the reports that they did receive were for a ten year period. A personal check at the Library of Congress and the Office of Education in Washington, D. C., produced no new information in regard to a new evaluation scale for magazines, so the original idea of using a later scale as a method of evaluation had to be abandoned.

Treatment of data. The schools were divided into groups according to the size of their enrollments, using the divisions set up by the Northwest Accrediting Association.

Four groups were used to tabulate the information reported by the principals on "Standard 2--Library and Laboratory Form", with the exception of the question dealing with the budget. The groups used for all questions but the budget are as follows: (1) enrollment of 100 or less pupils, (2) enrollment of 100-300 pupils, (3) enrollment of 300-500 pupils, and (4) enrollment of 500 pupils or over. Three groups were used in tabulating the information on the question dealing with the budget. These were: (1) enrollment of 200 or less pupils, (2) enrollment of 200-500 pupils, and (3) enrollment of over 500 pupils. Each question was tabulated individually for all the schools and the number and percent of the schools in each group complying with the suggested standard as well as the total number of schools complying was given in a separate table for each question in Chapter IV. A summarization of all pertinent data gathered in the preceding tabulations was also given in Chapter IV. This table shows the percent of the total number of schools meeting certain specifications.

Using the material gathered from the lists of magazines and newspapers that was attached to the School Principals' Reports, a study was made on magazines and newspapers for Chapter V. The division of the four enrollment groups was again used to determine what percent of the schools in each group subscribed to the recommended number of magazines. This information, as well as the median

number of magazines subscribed to by each group, and the median number for all the schools, was presented in table form. The number and percent of each group of schools subscribing to a daily paper, and the number and percent of all schools; and the number and percent of each group and the number and percent of all schools subscribing to a metropolitan newspaper was given in table form. For the purpose of tabulating the frequencies of the magazines, an alphabetical list of the magazines used in the Ames study in 1946 was secured and space was left on the tabulation sheets to add additional magazines that appeared on the 1953-54 lists. Every magazine appearing on the 125 reports received from the principals was then tabulated and a table made of them in the order of their subscription frequencies. A table was made listing all the magazines to which five or more schools subscribed. The total number of magazines to which four schools subscribed, three schools, two schools, and one school is also given. A comparison was made with the data used in the Ames study, and the magazine frequencies of the present study were compared with his findings. Comparative studies were also made with the Kavis study of freshmen preferences and the Eells studies of schools subscriptions, students' preferences, and librarians' choices. The present list of magazines was then classified into the eighteen areas suggested by the Cooperative Study of Secondary School Standards, and a table was made that gives the number of

subscription frequencies in each area.

Some suggestions as to the criteria for evaluation of magazines, and descriptive evaluations of the ten magazines to which fifty per cent of the schools in this study subscribe are given in Chapter VI. A list of the recommended magazines for secondary schools as published in the "Standard Catalog for High School Libraries" is also given and the magazines on this list to which the Montana secondary schools subscribe are noted.

In the final chapter, a summarization of the findings of importance in this study are restated and suggestions for further research problems in this area are given.

## CHAPTER IV

### PRESENTATION OF LIBRARY DATA

This chapter presents the results of the library data tabulated from the material reported by the secondary school principals on "Standard 2--Library and Laboratory Form". The method by which the schools were divided into groups for this study is given and a brief statement of the procedure that was used in presenting the results of each tabulation. This chapter was divided into two sections. (1) A tabulation of library data which includes the following items: whether the school had a central library, if the library is located in a study hall, the number of quarter hours of approved training by the librarian, the book collection, number of periods the library is open for student use, the seating capacity of the library, cataloging of books, audio-visual aids materials, and the budget. (2) A summarization was given of the results found in the above listed tabulations.

Classification. The classification of the schools into groups to determine how well each group met the recommended standards of the Northwest Accrediting Association was based on the enrollment figures given by each school on the 1953-54 report of the principals. In setting up their recommended standards the Northwest Accrediting Association has divided the schools into four divisions: (1) enrollments

of less than 100 students, (2) enrollments of 100-300 students, (3) enrollments of 300-500 students, and (4) enrollments of over 500 students.<sup>1</sup> Forty-four of the 125 schools used in this study had enrollments of less than 100 students; fifty-five of the schools had enrollments of 100-300 students, sixteen schools had enrollments of 300-500 students, and ten schools had enrollments of over 500 students. These schools will be referred to as group one, two, three, and four, respectively, in the following discussion on library standards. These divisions were used for each item considered on the library standards with the exception of the budget. For this item three divisions were made of the school enrollments by the Northwest Accrediting Association: (1) enrollments of 200 or less, (2) enrollments of 200-500 pupils, (3) enrollments of over 500 pupils.<sup>2</sup> There were eighty-six schools in the first group with enrollments of 200 or less; there were twenty-nine schools in the second group with enrollments of 200-500 pupils; and ten schools in the third group with enrollments of over 500. When this item is considered the schools will be referred to as group one, two, and three, respectively.

Procedure. The procedure for presenting the findings

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<sup>1</sup>Manual of Accrediting Secondary Schools. Issued by the Northwest Association of Secondary and Higher Schools. (Eugene: University of Oregon, 1950), p. 3-4

<sup>2</sup>Ibid., p. 5



on each question will consist of a statement of the question, a brief summary of the recommended standard of the Northwest Accrediting Association, if given, a descriptive statement of the information that was tabulated on each individual question according to the groups into which the schools fell, a statement of how each question pertains to the magazine study, and a short table on each question giving the pertinent findings in percentile figures.

#### I. LIBRARY DATA

Does the school have a central library? A central library is a requirement of all senior high schools,<sup>3</sup> and all the schools in all four groups complied with this requirement with the exception of one school in group two that failed to answer the question. In the checklist of the Cooperative Study of Secondary School Standards, the recommendation was made that the library be centralized with respect to the main corridors of the school.<sup>4</sup> The location of the library is pertinent to the present study in that a convenient location of it makes the periodicals more accessible to the students and their use more probable.

TABLE IV  
CENTRAL LIBRARY

Enrollment	Number of Schools	Yes	Percent
Less than 100	44	44	100%
100-300	55	54	98
300-500	16	16	100
Over 500	10	10	100
All Schools	125	124	99

Is the library located in a study hall? On the check list of the Cooperative Study of Secondary School Standards, it is recommended that the library be adjacent to the study hall.<sup>5</sup> There is no recommended standard on this question given by the Northwest Accrediting Association in its 1950 manual. Reasons for the inadvisability of having the study hall located in the library are the disturbances caused by students coming and going to classes, and the discussions at the charging desk. "The study-hall library is an expensive, inefficient, deadening way to use a librarian's time and knowledge. She becomes a disciplinarian, and is diverted from the real purpose of her position."<sup>6</sup> In tabulating the answers to this question the following results were found: In group one with a total of forty-four schools, eighteen, or 41%, answered "yes", seventeen or 39%, "no", eight or 20% checked "other", and one failed to answer the question. Of the fifty-five schools in group two, nineteen or 34% checked "yes", twenty-four or 44% checked "no", and twelve or 22% checked "other". Of the sixteen schools in group three, two or 12% answered "yes", eleven or 69% answered no, and three

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<sup>3</sup>Ibid., p. 3

<sup>4</sup>Evaluative Criteria, Cooperative Study of Secondary School Standards, (Menasha, Wisconsin: George Banta Publishing Company, 1950) p. 216

<sup>5</sup>Ibid., p. 216

<sup>6</sup>Fern Powell Davis, "A Library Manual for the Small

or 19% checked "other". Of the ten schools in group four, two or 20% answered "yes", six or 60% answered "no", and two or 20% checked "other". As the school enrollments increased in size, a larger percentage of the schools specify that the library is not located in the study hall. In figuring the percentages for the total number of schools in the study, there were 34% that said the library was located in the study hall, 46% said that it was not, and 20% specified "other" usually mentioning that it was adjacent or adjoining. Table V gives the number and percent of schools in each group answering "yes" to this question as well as the total number and percent for the whole group. This fact is of importance to the present study of magazines in that the library located in the study hall interferes with the efficient use of the librarian's time as well as with the concentration of the students.

TABLE V  
LIBRARY LOCATED IN STUDY HALL

Enrollment	Number of Schools	Yes	Percent
Less than 100	44	18	41%
100-300	55	19	34
300-500	16	2	12
Over 500	10	2	20
All Schools	125	41	34

High School" (Martinez, California: County Superintendent's Office, 1952) p. 7 (Mimeographed.)

Number of quarter hours of approved training by librarian? The different requirements of quarter hours of training of librarians for each group are: (1) For enrollments of less than 100, the librarian should have had at least nine quarter hours of training in library science, and devote two periods of the day exclusively to library work. Student assistants should work under her supervision in order to keep the library open a full day. (2) For enrollments of 100-300 students a half-time librarian who is a qualified teacher and has fifteen quarter hours of library training is recommended. (3) For enrollments of 300-500 students a half-time librarian, who is a qualified teacher and has thirty quarter hours of library training is recommended. (4) For enrollments of 500 or more pupils, it is recommended that there be a full time librarian who is qualified for teaching and has thirty quarter hours of library science. It is further recommended that in schools of this size full time clerical help be provided.<sup>7</sup> The North Central Association does not feel that the number of pupils in a school is a valid criterion for the amount of professional training needed by a school librarian. The small and large school librarians have the same objectives and the part-time librarian has less time to devote to library duties so she probably needs greater skill and ability to give

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<sup>7</sup>Manual of Accrediting Secondary Schools, op. cit.,  
p. 3-4

adequate service. Their recommended minimum number of quarter hours training for all librarians is twenty-three.<sup>8</sup> In reporting the findings in this study on the training of the librarians, the range for each group, the median number of quarter hours training, and the percent of schools meeting the requirement are figured. In group one, thirty-one or 70% of the forty-four schools met or surpassed the library training requirement of nine quarter hours. The range for this group was zero to fifty-six; zero being reported by three schools. The median was 9.5 for the group. In group two, twenty-six or 47% of the fifty-five schools met the requirement of fifteen quarter hours. The range for this group was zero, reported by four schools, to 100. The median was 13.8 quarter hours. In group three, six or 37.5% of the sixteen schools met the requirement of thirty quarter hours. The range was nine to seventy-nine quarter hours; 26.1 was the median. In group four, nine or 90% of the ten schools met the requirement of thirty quarter hours. The range was twenty-three to sixty-two; the median was 36.5. Of the total of one hundred twenty-five schools used in this survey, seventy-two or 57.6% met the requirement of the minimum numbers of library training necessary for their school enrollment. The median number of hours for the total group was not figured because of the difference in requirements for

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<sup>8</sup> Report of the School-Library Study Committee to the Annual Meeting of the North Central Association, March, 1954

the groups. Table VI gives the number and percent of each group that meets the recommended number of quarter hours training for their librarian. Schools with enrollments from 100-300 are experiencing difficulty in securing librarians with fifteen quarter hours training, and schools with enrollments of 300-500 are also having difficulty securing librarians with thirty hours of training. As the high school librarian serves as a guidance counselor for students in the field of reading, it is important that she be well trained to help children with their selections.

TABLE VI

SCHOOLS HAVING LIBRARIANS WITH APPROVED TRAINING

Enrollment	Number of Schools	Number meeting Standard	Percent
Less than 100	44	31	70%
100-300	55	26	47
300-500	16	6	37.5
Over 500	10	9	90
All Schools	125	72	57.6

Book Collection: Number of volumes selected from approved lists: This question is not too pertinent to the present study but as it is listed among the library requirements the figures will be included in this report as they may be of value to someone making a more concentrated study on library standards in the future. One thousand is the recommended number of selected books exclusive of government

documents and text books for schools with enrollments of one hundred or less pupils. For enrollments of one hundred to three hundred, 1,000 to 2,700 selected books averaging from nine to ten per pupil according to the size of the school, are recommended. For enrollments of three hundred to five hundred, 2,700 to 4,000 selected books averaging from eight to nine per pupil are recommended. For schools with enrollments over five hundred pupils, 7,000 volumes are recommended.<sup>9</sup> In group one, thirty-four or 77% of the forty-four schools met the requirement of 1,000 volumes, ten did not. Three schools failed to answer the question correctly so they were included in the number who did not meet the requirement. The smallest number of volumes reported in any school in this group was fifty, the largest was 3,202. In group two, forty-one or 75% of the fifty-five schools in this group met the requirement of 1,000 to 2,700 volumes, fourteen did not. Of this fourteen, six of them were counted as not meeting the requirement because they either omitted or failed to answer the question correctly. The smallest number of volumes reported was sixty-two the largest number was 6,600. In group three, where the requirement was 2,700 to 4,000 volumes, five or 31% of the sixteen schools met the requirement, eleven did not. Five of these eleven were counted as not meeting the requirement because of omission or failure to answer the question correctly. The smallest number of volumes was ninety, the

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<sup>9</sup>Manual of Accrediting Secondary Schools, op. cit., p.4

largest 5,000. In group four, seven or 70% of the ten schools met the requirement of 4,000 to 7,000 volumes, three did not because of failure to answer correctly. The smallest number of volumes reported was 773, the largest 10,423. Of the one hundred twenty-five schools used in this study eighty-seven or 70% met the recommended standard as to the number of books for their group, thirty-eight did not. Of this thirty-eight, seventeen were counted as not meeting the standard because the question was omitted or answered incorrectly. Table VII gives the number of schools and the percent for each group having the recommended number of books in their libraries. These percentages are affected to some extent by schools not responding correctly to the question.

TABLE VII  
SCHOOLS HAVING RECOMMENDED BOOK COLLECTION

Enrollment	Number of Schools	Meeting Standard	Percent
Less than 100	44	34	77%
100-300	55	41	75
300-500	16	5	31
Over 500	10	7	70
All Schools	125	87	70

Number of periods the library is open for student use.

The Northwest Accrediting Association suggests that there should be sufficient student help, where a full time librarian is not employed, to keep the library open all day under the indirect supervision of the librarian.<sup>10</sup> The Cooperative



Study of Secondary School Standards includes the following items in their evaluative criteria: the library is open for pupil use before the beginning of the daily program, the library is open continuously throughout the day, the library is kept open as long after school as use justifies.<sup>11</sup> In figuring the percentages on this question the schools were considered as having the library open a full day when they reported that it was open for student use six hour, and it is on the basis of the number of schools that had their libraries open a full day that the percentages are figured. In group one, thirty-one or 70% of the schools had their libraries open at least six hours. The range for the group was three to eight hours, the median was six hours. In group two, fifty-one or 93% had the library open at least six hours. The range was three to eight, the median was six and seven tenths hours. In group three, fifteen or 94% of the sixteen schools had the library open at least six periods. The range was four to eight; the median was six. In group four, all ten or 100% of the schools reported having the library open at least six hours a day. The range was six to eight, the median six and five tenths. Of the entire group of 125 schools, 107 or 86% kept the library open all day. The accessibility of the library facilities is an item of importance in the study of magazines as it is important that

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<sup>10</sup> ibid., p. 3-4

<sup>11</sup> Evaluative Criteria, op. cit., p. 213

students be able to secure the periodicals when they have free time to do so or when they are needed for class discussions. Table VIII gives the number of schools and the percent of each group that keep their school libraries open at least six hours a day.

TABLE VIII

SCHOOLS KEEPING LIBRARY OPEN AT LEAST SIX PERIODS

Enrollment	Number of Schools	Number open six periods	Percent
Less than 100	44	31	70%
100-300	55	51	93
300-500	16	15	94
Over 500	10	10	100
All Schools	125	107	86

What is the seating capacity of the library? No number of students or percent of the enrollment that the library should be able to accommodate was given in the Northwest Accrediting Association Manual and no suggestion was given in the Evaluative Criteria of Secondary School Standards. However, a library manual gives the ideal space for the reading room as twenty-five square feet per reader with space for seating 15 to 20% of the enrollment.<sup>12</sup> In this study the range for each group and the median number of students the group can accommodate is given. In group one, the range was four to 110 students; four schools did not answer the question. The 110 was a larger seating capacity

<sup>12</sup>Davis, op. cit., p. 7

than the enrollment of the school. The most frequencies occurred in the twenty to twenty-four class, the median seating capacity was 22.8. In group two, the range for the number of students the library could seat was ten to 145; five schools did not specify. The most frequencies occurred in the twenty to twenty-four class; the median was 29.5. In group three, the range was ten to one hundred; one school did not answer. The most frequencies occurred in the forty to forty-four class; the median was 44.5. In group four, the range was thirty-two to 120; one school did not answer. The most frequencies were in the sixty to sixty-four group; the median was 61.2. Because of the varying amount of enrollment the seating capacity was not figured as a whole unit. This question is of pertinence to the present study as it is necessary that students have adequate seating facilities when they desire to read periodicals. In figuring the results of this question, it would be desirable to have definite standards of the Northwest Association to measure by. Some idea of the general seating capacity can be gained from Table IX which gives the range and median for each group in regard to the seating capacity of the library.

TABLE IX  
SEATING CAPACITY OF THE LIBRARIES

Enrollment	No. of Schools Answering	Range	Median
Less than 100	41	4-110	22.8
100-300	50	10-145	29.5
300-500	15	10-100	44.5
Over 500	9	32-120	61.2

Are the books cataloged with an author card, title card, and subject card? It is suggested in the evaluative criteria that a card catalog be maintained with author, title, and subject cards for each title.<sup>13</sup> For the purposes of this study the percent of the schools in each group classifying according to all three titles will be given as well as the percent of the total number of schools that so classify their books. This is of importance to the present study in that a correct classification of the library materials adds to the efficiency of the librarian and makes more of her time available for guidance of the pupils' reading. In group one, thirty-eight or 86% of the forty-four schools had the books cataloged according to author card, title card, and subject card. In group two, forty-three or 78% of the fifty-five schools had them indexed according to all three classifications. In group three, thirteen or 81% of the sixteen schools had all three. In group four, all ten or 100% of the schools in this group had their books classified according to all three titles. There were 104 or 84% of the 125 schools used in this study that had their books cataloged according to all three titles. Table X shows the number of schools and percent in each group as well as the total and percent for the whole group that have their books cataloged with an author, subject, and title card.

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<sup>13</sup>Evaluative Criteria, op. cit., p. 212

TABLE X

SCHOOLS WITH BOOKS CATALOGUED WITH AUTHOR,  
TITLE, AND SUBJECT CARD

Enrollment	Number of Schools	Number of schools with all three classifications	Percent
Less than 100	44	38	86%
100-300	55	43	78
300-500	16	13	81
Over 500	10	10	100
All Schools	125	104	84

Are the audio-visual materials considered a part of the library? The questions on audio-visual aids were tabulated for this study as they are included on the library and laboratory form and are of interest in the present study in that they may add extra duties to the work of the librarian. In group one, twenty-three or 52% of the forty-four schools answered "yes". In group two, twenty-two or 40% answered "yes". In group three, eight or 50% of the sixteen schools answered "yes". In group four, five or 50% of the ten schools answered "yes". Of the 125 schools, sixty-eight or 53% answered that the audio-visual materials were considered part of the library. Table XI shows the number and percent of the schools in each group that consider audio-visual aids part of the library.

TABLE XI

AUDIO-VISUAL AIDS CONSIDERED PART OF LIBRARY

Enrollment	Number of Schools	Yes	Percent
Less than 100	44	23	52%
100-300	55	22	40
300-500	16	8	50
Over 500	10	5	50
All Schools	125	68	53

Are all audio-visual materials cared for by the librarian? In group one, eighteen or 41% of the forty-four answered yes. In group two, nine or 16% of the fifty-five schools answered yes. In group three, five or 31% of the sixteen schools answered yes. In group four, one or 10% of the ten schools answered yes. Of the 125 schools in this study thirty-three or 26% answered that the audio-visual aid materials were cared for by the librarian. There are 74% of the schools that do not give the librarian this extra duty. Table XII gives the number and percent of schools in each group that answered yes to the question of having audio-visual materials cared for by the librarian.

TABLE XII

AUDIO-VISUAL MATERIALS CARED FOR BY LIBRARIAN

Enrollment	Number of Schools	Yes	Percent
Less than 100	44	18	41%
100-300	55	9	16
300-500	16	5	31
Over 500	10	1	10
All Schools	125	33	26

Budget: How much was spent for new books and periodicals last year? How much was spent for repair and binding of books? In tabulating the figures for the question relative to the budget, the schools were divided into three divisions instead of four as the figures as given in the manual of the Northwest Accrediting Association are given for enrollments as follows: (1) For enrollments of 200 or less pupils, there should be an annual appropriation for books and periodicals of at least \$300. (2) For an enrollment of 200-500 pupils there should be an annual appropriation for books and periodicals of at least \$1.50 per pupil. (3) For an enrollment of over 500 pupils there should be an annual appropriation for books and periodicals of \$1.00 per student or \$750 per school, whichever is the larger amount.<sup>14</sup> The Evaluative Criteria of the Secondary School Standards suggests that a portion of the budget be allotted for care, repair, and rebinding of library materials.<sup>15</sup> There were eighty-six schools with enrollments of 200 pupils or less; eighty or 93% of these met the requirement of an annual appropriation for books and periodicals of at least \$300, six did not. Of these six, three failed to answer the question and three fell below the minimum amount. Fifty-four schools in this group reported the amount spent on repairs, which ranged from \$5.00 to \$200. There were twenty-nine schools in group two;

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<sup>14</sup>Manual of Accrediting Secondary Schools, op. cit., p. 5

<sup>15</sup>Evaluative Criteria, op. cit., p. 212

twenty-six or 90% of these met the requirement of an expenditure of at least \$1.50 per pupil; three did not. Seventeen schools specified the amount spent on repairs; this ranged from \$25 to \$200. In group three there were ten schools. Seven or 70% of these schools met the requirement of an expenditure of \$750 or \$1.00 per pupil, whichever amount was greater; three did not. Nine of these schools reported the amount spent for repairs. These amounts ranged from \$58 to \$1500. Of the 125 schools used in this study, 113 or 91% met the recommended expenditure for their group. Eighty or 64% of the schools specified the amount of money spent on repairs. It is important to this study to know whether or not the budgets of the schools are sufficiently large to include the necessary expenditure for periodicals. This budget should include not only the purchase of magazines but the binding and repair as well. Table XIII shows the number of schools and the percent in each group meeting the recommended budget requirement.

TABLE XIII  
SCHOOLS MEETING BUDGET REQUIREMENT

Enrollment	Number of Schools	Schools Meeting Requirement	Percent
200 or less	86	80	93%
200-500	29	26	90
Over 500	10	7	70
All Schools	125	113	91



## II. SUMMARY

This chapter was devoted to discussion and tabulation of the principals' answers to the questions that appear on Standard 2--Library and Laboratory Form in the Secondary School Principals' Report, and their relationship to the present study was discussed briefly. Table XIV gives a summarization of the findings of the part of this study covered in this chapter.

All the schools in the study had a central library which should help to make the periodicals easily accessible to the students. There are 66% of the schools that do not have the library located in the study hall. As previously stated, it is undesirable to have the library located in the study hall as it is an inefficient way to use the librarian's time and is a disturbance to the students. There were 70% of the schools that had the number of volumes that was specified as desirable for schools of their size; 84% of these had the books cataloged according to author, title, and subject card, which would add to the efficiency of the library and enable the librarian to devote more time to helping students individually rather than searching for books. There were 53% of the schools that did not consider audio-visual materials part of the library, and 74% that specified that the librarian was not in charge of caring for these materials. The majority of the librarians are not given the extra duty

of caring for the materials. There were 91% of the schools that met the recommended budget requirement, indicating that there are sufficient funds available in the school budgets for purchase of the necessary and desired periodicals. There were 64% of the schools that specified that a certain amount was spent on repair and binding of books and periodicals. In many instances it is desirable to have periodicals bound for future use and it is impossible to determine from these reports whether or not this is being neglected by the schools or whether there was not a break down in the figures reported, as the majority of the schools exceeded the amount recommended for library expenditure. There were 86% of the schools that keep the library open for student use the full school day of six periods. The most apparent weakness, as shown by this study, in the effect of the library standards on the proper utilization of the magazines, is the fact that only 57.6% of the schools had librarians who had the minimum number of quarter hours library training that is recommended by the Northwest Accrediting Association.

TABLE XIV

SUMMARIZATION OF LIBRARY DATA

Item	Percent
1. Schools with a central library . . . . .	100%
2. Schools that do not have library located in study hall . . . . .	66
3. Schools that meet number of quarter hours librarian training . . . . .	57.6
4. Schools that meet the requirement of number of recommended volumes . . . . .	70
5. Schools that keep the library open six periods . . . . .	86
6. Schools that have books cataloged according to author card, title card, subject card . . . . .	84
7. Schools that consider audio-visual materials part of the library . . . . .	53
8. Schools in which audio-visual materials are not cared for by the librarian . . . . .	74
9. Schools that complied with the budget requirement . . . . .	91
10. Schools that specified amount spent for repair and binding of books and periodicals . . . . .	64

## CHAPTER V

### PRESENTATION OF MAGAZINE AND NEWSPAPER DATA

The preceding chapter dealt with the discussion and analysis of the principals' answers to form "Standard 2-- Library and Laboratory" in their annual school reports. At the time this report is submitted, the principals are also required to list on a separate sheet the names of all the newspapers and periodicals to which the school subscribes. This chapter deals with the information tabulated from these sheets. The procedure for handling this material was: (1) A tabulation was made of the number of magazines subscribed to by each school to see if the school meets the recommended number for the size of their school enrollment. The schools were again divided into four classifications; those with enrollments of less than 100, enrollments of 100-300, enrollments of 300-500, and enrollments over 500. The percent of each group subscribing to the recommended number of magazines and the median number of magazines to which each group subscribed as well as the percent and median for all the schools was figured. (2) The same grouping was used for the tabulation on newspapers and the number and percent of the schools in each group subscribing to a daily and the number and percent subscribing to a metropolitan newspaper was given. (3) A table was prepared of the magazines to which five or more

schools subscribed. (4) Comparison studies were made with the results of previous research discussed in Chapter II. (5) The magazines were divided into the suggested areas given in the Cooperative Study of Secondary School Standards to determine how well each area was represented. (6) A brief summary was given of the findings of this chapter.

#### I. NUMBER OF MAGAZINES TO WHICH SCHOOLS SUBSCRIBE

Recommended number of magazine subscriptions. The recommended number of magazines that is given by the Northwest Accrediting Association is: for schools with less than 100 students, five to ten periodicals; for schools with 100-300 students, ten to twenty periodicals; for schools with 300-500 students, fifteen to thirty; and for schools with enrollments of over 500 students, twenty to forty.<sup>1</sup> All of the forty-four schools in the first group met and surpassed the recommendation of five to ten periodicals. The range of magazines was eleven to forty-two; the median was 19.5. In group two all fifty-five of the schools met or surpassed the requirement of ten to twenty periodicals. The range was eleven to fifty-nine magazines; the median was 28.5. In group three all of the sixteen schools subscribed to between fifteen to thirty magazines at least. The range for this group was eighteen to eighty-one; the median was thirty-three.

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<sup>1</sup>Manual of Accrediting Secondary Schools. Issued by the Northwest Association of Secondary and Higher Schools. (Eugene: University of Oregon, 1950), p. 4

In group four, all ten of the schools met the recommendation of having at least twenty to forty magazines. The range for this group was thirty-nine to one hundred thirteen; the median was sixty-seven. For the total group of 125 schools there was 100% of them subscribing to the recommended number of magazines. The range was eleven to 113 periodicals; the median was twenty-eight. Table XV gives the enrollment of the groups, the recommended number of periodicals for each group, the percent of the group that met the recommendation and the median of the group, as well as the percent and median of all the schools.

TABLE XV

PERCENT OF SCHOOLS SUBSCRIBING TO RECOMMENDED NUMBER OF PERIODICALS AND MEDIAN NUMBER OF PERIODICALS

Enrollment	Recommended No. of Periodicals	Percent Meeting Recommendation	Median
Less than 100	5-10	100%	19.5
100-300	10-20	100	28.5
300-500	15-30	100	33
Over 500	20-40	100	67
All Schools			28

## II. NEWSPAPERS

Newspaper subscriptions. The suggested recommendation of newspapers is the same for all the schools; this being one local paper and one metropolitan paper.<sup>2</sup> Suggestions in the Cooperative Study of Secondary School Standards are that

<sup>2</sup>Ibid.

they should include coverage of a variety of subjects, and include different editorial points of view.<sup>3</sup> The suggestion made by the Magazine Evaluation Committee of the American Association of School librarians is that there should be at least one newspaper covering national and international affairs and in addition the library should subscribe to one newspaper giving state news, and to at least one local paper.<sup>4</sup> The findings on the tabulation of newspapers as reported by the accredited secondary schools in Montana is as follows: In schools with enrollments of less than 100, forty-two or 95% of the total forty-four subscribed to at least one local paper; ten or 23% subscribed to a metropolitan newspaper. In group two with enrollments of 100-300, forty-five or 82% of the fifty-five schools subscribed to a local newspaper; fifteen or 27% subscribed to a metropolitan newspaper. In group three, with enrollments from 300-500 students, twelve or 79% of the sixteen schools listed local newspapers; eight or 50% listed a metropolitan newspaper. In group four with enrollments of over 500 students, six or 60% of the ten schools listed a daily paper; seven or 70% listed a metropolitan. Of the total 125 schools used in this study 110 or 89% subscribed to a local newspaper; forty-five or 36% of the

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<sup>3</sup> Evaluative Criteria, Cooperative Study of Secondary School Standards, (Menasha, Wisconsin: George Banta Publishing Company, 1950) p. 215

<sup>4</sup> Standard Catalog for High School Libraries, (New York: H. W. Wilson Company, 1950) p. 1110

schools subscribed to a metropolitan newspaper. Table XVI shows the number and percent of schools in each group that subscribe to a daily newspaper and those that subscribe to a metropolitan paper, as well as the number and percent of all schools.

TABLE XVI  
NUMBER AND PERCENT OF SCHOOLS SUBSCRIBING TO LOCAL  
AND METROPOLITAN NEWSPAPERS

Enrollment	Number of Schools	Daily Paper		Metropolitan	
		No.	%	No.	%
Less than 100	44	42	95%	10	23%
100-300	55	45	82	15	27
300-500	16	12	79	8	50
Over 500	10	6	60	7	70
All Schools	125	110	89	45	36

### III. MAGAZINE SUBSCRIPTION FREQUENCIES

Frequencies. Every magazine that appeared on each of the 125 lists from the schools was tabulated as to the number of times it appeared. The leading twenty magazines according to frequencies of subscriptions were: Life, Reader's Digest, Time, Popular Mechanics, National Geographic, Newsweek, Saturday Evening Post, Popular Science, Seventeen, Better Homes and Gardens, Good Housekeeping, Science Digest, U. S. News and World Report, What's New in Home Economics, American Girl, Boy's Life, Nature, Science Newsletter, Field and Stream, and Coronet. The ten magazines to which over



half of the schools subscribed and the number of schools subscribing to each were as follows: Life, 108; Reader's Digest, 98; Time, 98; Popular Mechanics, 97; National Geographic, 97; Newsweek, 96; Saturday Evening Post, 84; Popular Science, 74; Seventeen, 74; and Better Homes and Gardens, 69. These figures show that there is a high general agreement in the schools as to which they consider the leading magazines to have in their schools. There were a total of 491 different magazines subscribed to by the schools; the total frequencies of magazine subscriptions was 3,648. Among these magazines there were 209 to which only one school subscribed, sixty-nine to which two schools subscribed, thirty-nine to which three schools subscribed, and twenty-eight to which four schools subscribed. These figures indicate that the individual schools show an extremely wide range of choices in their selections of periodicals. Table XVII gives a list of the magazines with their frequencies, which is the number of schools subscribing to each. This list of magazines included the names of all magazines to which five or more schools subscribe. The number of magazines to which four schools, three schools, two schools, and one school subscribes, and the total number of magazines is given at the bottom of the table.

MAGAZINES SUBSCRIBED TO BY 125 ACCREDITED SECONDARY  
SCHOOLS IN MONTANA IN ORDER OF THEIR FREQUENCY

TABLE XVII

Magazine	Frequency
1. Life	108
2. Reader's Digest	98
3. Time	98
4. Popular Mechanics	97
5. National Geographic	97
6. Newsweek	96
7. Saturday Evening Post	84
8. Popular Science	74
9. Seventeen	74
10. Better Homes and Gardens	69
11. Good Housekeeping	61
12. Science Digest	59
13. U. S. News and World Report	59
14. What's New in Home Economics	56
15. American Girl	55
16. Boy's Life	51
17. Nature	50
18. Science News Letter	50
19. Field and Stream	47
20. Coronet	45
21. Colliers	41
22. Country Gentleman	41
23. Athletic Journal	40
24. Today's Health	40
25. American	37
26. Atlantic Monthly	37
27. American Boy	35
28. Ladies Home Journal	35
29. Scholastic Coach	33
30. Grade Teacher	32
31. Industrial Arts and Vocational Education	32
32. Harper's Magazine	31
33. American Home	30
34. Instructor	30
35. Senior Scholastic	30
36. New York Times	29
37. Practical Home Economics	29
38. Farm Journal	28
39. Holiday	28
40. Today's Secretary	28

TABLE XVII (continued)

Magazine	Frequency
41. Nation's Schools	27
42. Look	26
43. Consumers Union Report	25
44. McCall's	25
45. Mademoiselle	24
46. Consumers Research	23
47. Forecast for Home Economics	23
48. Montana Magazine of History	23
49. American School Board Journal	22
50. Scientific America	22
51. Business Education World	21
52. Current History	21
53. Natural History	20
54. Outdoor Life	20
55. Sports Illustrated	20
56. Town Journal	20
57. Flying	19
58. Hoard's Dairyman	19
59. Home Craftsman	19
60. Wilson's Library Bulletin	19
61. English Journal	17
62. Etude	17
63. Children's Activities	16
64. Montana Farmer Stockman	16
65. Scholastic	16
66. Sports	16
67. Clearing House	15
68. Jack and Jill	15
69. Nations Business	15
70. Parents	15
71. Saturday Review of Literature	15
72. School Arts	15
73. School Musician	15
74. Sports Afield	15
75. American Farm Youth	14
76. Business Week	13
77. Charm	13
78. Current Biography	13
79. Farm Quarterly	13
80. Successful Farming	13
81. School Executive	13
82. American Observer	12
83. Christian Science Monitor	12

TABLE XVII (continued)

Magazine	Frequency
84. Hunting and Fishing	11
85. Library Journal	11
86. School Activities	11
87. Book List	10
88. Education Digest	10
89. Farmers Digest	10
90. Vital Speeches	10
91. Better Farming Methods	9
92. Mechanics Illustrated	9
93. Reader's Guide	9
94. School Life	9
95. Wee Wisdom	9
96. Woman's Home Companion	9
97. Your Farm	9
98. American Artist	8
99. Catholic Digest	8
100. Instrumentalist	8
101. N. E. A. Journal	8
102. Reporter	8
103. Rotarian	8
104. Sign	8
105. Student Life	8
106. Theatre Arts	8
107. Americas	7
108. Catholic World	7
109. Chemistry	7
110. Child Life	7
111. Children's Digest	7
112. Compact	7
113. Glamour	7
114. Gregg Writer	7
115. Travel	7
116. Air Trails	6
117. American Poultry Journal	6
118. Children's Playmate	6
119. Current Events	6
120. Dramatics	6
121. Elementary School Journal	6
122. Extension	6
123. Journal of Home Economics	6
124. Modern Miss	6
125. Montana Farmer	6
126. Musical Education Journal	6

TABLE XVII (continued)

Magazine	Frequency
127. Catholic Library World	3
128. Congressional Digest	3
129. Current Science and Aviation	3
130. Design	3
131. Doane's Agricultural Digest	3
132. Ford Times	3
133. Journal of Health and Physical Education	3
134. House Beautiful	3
135. Literary Cavalcade	3
136. Mathematics Teacher	3
137. Montana Education	3
138. New Republic	3
139. Photography	3
140. School Review	3
141. School Shop	3
142. Ski	3
143. Subscription Books Bulletin	3
144. Today	3
145. True	3
146. Weekly News Review	3
Number of magazines to which 4 schools subscribed . . .	28
Number of magazines to which 3 schools subscribed . . .	39
Number of magazines to which 2 schools subscribed . . .	69
Number of magazines to which 1 school subscribed . . .	209
Total number of different magazines to which schools subscribed . . . . .	491
Total number of magazines subscribed to by schools . .	3,648

\*Figures compiled from Secondary School Principals' Reports, 1953-54.

#### IV. COMPARATIVE STUDIES

Comparison with Ames study. The study that Dr. Ames conducted in 1946 is very similar to the present one in that it used the same source of data, namely, the reports of the Secondary School Principals; and he also tabulated the information in regard to magazine subscription popularity in the secondary schools. However, Dr. Ames found in conducting his study that some of the principals had failed to submit a list of the newspapers and magazines to which their schools subscribed.<sup>5</sup> The importance of this phase of the report has evidently been emphasized as in the present study there were no reports submitted that did not also include a list of magazines and newspapers. Table XVIII gives a listing of the data that were compared in the two studies. The number of schools submitting reports from which Ames tabulated his data was 115; the number of schools used in the present study was 125. Ames found the median number of magazines to which schools in his study subscribed was twenty; the median number of magazines in this study was twenty-eight, an increase of eight magazines per school. There has been a considerable increase in the number of different titles used in the two studies. Ames found 244 different periodicals listed while in this study there were

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<sup>5</sup>Studies of the Secondary Commission of the Northwest Association of Secondary and Higher Schools (Missoula: Montana State University, 1946), p. 11

TABLE XVIII

COMPARISON OF DATA USED IN AMES STUDY WITH PRESENT STUDY

Item Considered	Ames	Present
Number of schools submitting reports . . . . .	115	125
Median number of magazines . . . . .	20	28
Total number of magazines listed . . . . .	244	493
Number of magazines found in only one school . . . . .	101	209
Number of magazines to which 50% of the schools subscribed . . . . .	0	10
Highest number of schools subscribing to one magazine . . . . .	53	108
Number of different periodicals with 7 or more schools subscribing . . . . .	48	117
Number of same magazines appearing in first ten of both lists . . . . .	7	7
Number of same magazines appearing in first twenty of both lists . . . . .	14	14

493. This increase can be accounted for partially by the increased number of subscriptions per school and by increased individuality among the schools in their selections. He found that there were 101 magazines to which only one school subscribed and thirty-one to which only two schools subscribed. In the present study there were 209 magazines to which only one school subscribed and sixty-nine to which two schools subscribed. The largest number of schools subscribing to any one magazine in the Ames study was fifty-three, which was not quite 50% of the total schools. In the present study there were 108 schools that subscribed to the same magazine. There were no magazines in his study to which 50% of the schools subscribed; in the present study there were ten. This indicates that there is now more uniformity in the choice of the leading magazines. The Ames report was tabulated as to magazines listing seven or more schools subscribing.<sup>6</sup> The present study was tabulated down to magazines listed by five schools as this was the original way they were tabulated in the Eells study.<sup>7</sup> The Ames study shows forty-eight different magazines that have seven or more schools subscribing to them; the present study shows 117 different magazines. There

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<sup>6</sup>Ibid., p. 10-11

<sup>7</sup>Walter Crosby Eells, "Report on One Phase of the Cooperative Study of Secondary School Standards," Wilson Bulletin for Librarians, XII, November, 1937, p. 188-189



were seven of the same magazines appearing in the first ten of the Ames list that also appear in the first ten of this list. These are: Life, which was first in this list, fifth in the Ames tabulation; Reader's Digest, second in this list, first in the Ames tabulation; Time, third in this list, second in Ames; Popular Mechanics, fourth in this list, seventh in Ames; National Geographic, fifth, fourth in Ames study; Popular Science, eighth now, sixth in Ames list. Saturday Evening Post and Better Homes and Gardens which ranked seventh and tenth in the present study were eleventh and fourteenth in Ames' study. Seventeen, the ninth magazine in this list did not appear on the Ames list. Of the first twenty magazines appearing in the two lists, there are fourteen that are the same. These are Life, Reader's Digest, Time, Popular Mechanics, National Geographic, Newsweek, Saturday Evening Post, Popular Science, Better Homes and Gardens, Good Housekeeping, What's New in Home Economics, American Girl, Nature, and Science News Letter. Table XIX gives a comparative listing of the forty-eight magazines in the Ames study and frequencies and the first forty-eight magazines in this study and their frequencies. On the Ames list the magazine that was forty-eighth in rank has seven schools subscribing to it, while the magazine in this study that was forty-eighth had twenty-three schools subscribing to it.

TABLE XIX

COMPARISON OF AMES MAGAZINE SUBSCRIPTION

FREQUENCIES STUDY WITH PRESENT STUDY

AMES		PRESENT	
Magazines	Frequency	Magazines	Frequency
1. Reader's Digest	53	1. Life	108
2. Time	49	2. Reader's Digest	98
3. Newsweek	48	3. Time	98
4. National Geographic	48	4. Popular Mechanics	97
5. Life	45	5. National Geographic	97
6. Popular Science	40	6. Newsweek	96
7. Popular Mechanics	35	7. Saturday Evening Post	84
8. Good Housekeeping	31	8. Popular Science	74
9. Scholastic	27	9. Seventeen	74
10. Science News Letter	25	10. Better Homes & Gardens	69
11. Saturday Evening Post	24	11. Good Housekeeping	61
12. American	22	12. Science Digest	59
13. Nature Magazine	21	13. U. S. News and World	
14. Better Homes & Gardens	21	Report	56
15. American Girl	20	14. What's New in Home	
16. Harpers	20	Economics	56
17. Hygeia	20	15. American Girl	55
18. Athletic Journal	19	16. Boy's Life	51
19. Current History	18	17. Nature	50
20. What's New in Home		18. Science News Letter	50
Economics	17	19. Field and Stream	47
21. Atlantic Monthly	15	20. Coronet	45
22. Gregg Writer	15	21. Colliers	41
23. Great Falls Tribune	14	22. Country Gentleman	41
24. New York Times	14	23. Athletic Journal	40
25. Mademoiselle	14	24. Today's Health	40
26. Boy's Life	14	25. American	37
27. American Observer	9	26. Atlantic Monthly	37
28. U. S. News	9	27. American Boy	35
29. Forecast	8	28. Ladies Home Journal	35
30. McCall's	8	29. Scholastic Coach	33
31. School Arts	8	30. Grade Teacher	32
32. Science Digest	8	31. Industrial Arts	32
33. American Home	7	32. Harper's Magazine	31
34. American Farm Youth	7	33. American Home	30
35. American School Board		34. Instructor	30
Journal	7	35. Senior Scholastic	30
36. Business Week	7	26. New York Times	29

TABLE XIX (continued)

AMES		PRESENT	
Magazines	Frequency	Magazines	Frequency
37. Coronet	7	37. Practical Home Econ.	29
38. Country Gentleman	7	38. Farm Journal	28
39. Flying	7	39. Holiday	28
40. Ladies Home Journal	7	40. Today's Secretary	28
41. Look	7	41. Nation's Schools	27
42. Montana Farmer	7	42. Look	26
43. Parents	7	43. Consumers Union Report	25
44. Scholastic Coach	7	44. McCall's	25
45. School Musician	7	45. Mademoiselle	24
46. Survey Graphic	7	46. Consumers Research	23
47. Travel	7	47. Forecast for Home Economics	23
48. Wilson Bulletin	7	48. Montana Magazine of History	23

Comparison with freshmen magazine preferences. In Table III, Chapter II, on the periodicals which were read by 618 Montana freshmen,<sup>8</sup> fifty per cent of the schools in the present study subscribe to six of the top ten periodicals that were on that list. These magazines are Life, Saturday Evening Post, Time, Reader's Digest, Popular Mechanics, and Seventeen. This comparison shows what magazines are popular both on school subscription lists and as choices of freshmen students.

Comparisons with the Eells studies. In comparing the first twenty magazines that appear on the Eells' subscription list<sup>9</sup> with the first twenty that appear in this study, it is apparent that seven magazines of the twenty have retained their subscription popularity with the schools since 1936. These magazines are Reader's Digest, Time, Popular Mechanics, National Geographic, Popular Science, Good Housekeeping, and Nature. In comparing the first twenty on the present subscription list with those that Eells found to be considered most enjoyed and worthwhile by the students,<sup>10</sup> there are eight that were popular with the students then that are among the first twenty on the present list of Montana high school subscriptions. These are Life, Reader's Digest, Time, Popular Mechanics, National Geographic, Saturday Evening Post, Popular Science, and Good Housekeeping. Among the first

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<sup>8</sup>Jerome M. Kavis, "Leisure-time Activities of 618 High School Freshmen", (unpublished Master's thesis, Montana State University, Missoula, 1953) pp. 69-70

twenty recommended by the librarians in the Eells study,<sup>11</sup> five of these are found on the present Montana subscription list. These are Reader's Digest, Popular Mechanics, National Geographic, Popular Science, and Nature.

Summarization of comparisons. In comparing the lists of the twenty leading magazines on the Ames' list, freshmen preference list, Eells' subscription list, Eells' student choice, and choices of librarians with the present findings, there are two magazines that appear on all six lists among the first twenty. These are Popular Mechanics and Reader's Digest. Time appears on five of the lists among the first twenty magazines; the exception is the librarians. National Geographic and Popular Science appear on every list with the exception of the freshmen preference list. Nature appears on four of the lists. This magazine does not appear on either the Eells' student choice or the freshmen preference list which would indicate that the magazine may be considered of more value by administrators and librarians than by students. Life and Saturday Evening Post appear on four of the lists;

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<sup>9</sup>Eells, loc. cit.

<sup>10</sup>Walter Crosby Eells, "What Periodicals Do School Pupils Prefer?" Wilson Bulletin for Librarians, XII, December, 1937, p. 249.

<sup>11</sup>Walter Crosby Eells, "Report on One Phase of the Cooperative Study of Secondary School Standards," Wilson Bulletin for Librarians, XII, June, 1937, p. 669.

the two exceptions are the librarians and Eells' subscription. This would indicate that these two magazines have remained popular with students over a long period of time. Good Housekeeping appears on four of the lists. This magazine is not on the freshmen preference list or librarians. American Girl appears on three of the lists. The Eells' subscription list, Eells' student choices, and the librarians do not have it listed among the first twenty. Better Homes and Gardens, What's New in Home Economics, Science Newsletter, Seventeen, and Field and Stream appear on only one of the other lists besides the present one.

#### V. CLASSIFICATION OF MAGAZINES

The Northwest Accrediting Association recommends that there be a distribution of periodicals so that all the departments of the school will be served.<sup>12</sup> The Cooperative Study of Secondary School Standards suggests that periodicals be provided that emphasize the various areas of the curriculum, which reflect the world scene, and appeal to the interests of young people. They have listed eighteen areas of classification for magazines. These areas are Agriculture, Arts, Aviation, Business and Economics, Dramatics, Education, Fashion and Beauty Aids, Geography and Travel, Health and Safety, Homemaking, Industrial Arts, Literature, Music, National and World Affairs, Recreation and Hobbies, Religion,

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<sup>12</sup>Manual of Accrediting Secondary Schools, op. cit., p. 5

Science, and Sports and Outdoor Activities.<sup>13</sup> Using the classifications given in the Standard Catalog for High School Libraries<sup>14</sup> and the books of Martin<sup>15</sup> and Cundiff<sup>16</sup> as guides, the present list of 146 magazines, having five or more schools subscribing to them, were classified according to the areas listed by the Cooperative Study of Secondary School Standards. The number of magazine titles falling in the different areas and the combined number of magazine subscription frequencies are as follows: National and World Affairs, seventeen different magazines with a total of 532 subscription frequencies; Homemaking, eleven magazine titles, 348 frequencies; Industrial Arts, six magazine titles, 236 frequencies; Sports and Outdoor Activities, ten magazine titles, 212 frequencies; Agriculture and Pets, thirteen titles, 189 frequencies; Geography and Travel, four titles, 155 frequencies; Business and Economics, eight titles, 140 frequencies; Science, four titles, 138 frequencies; Education, eleven titles, 134 frequencies; Fashions and Beauty Aids, five titles, 124 frequencies; Literature, five titles, 105 frequencies; Music, four titles, forty-six frequencies; Health and Safety, two

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<sup>13</sup>Evaluative Criteria, loc. cit.

<sup>14</sup>Standard Catalog for High School Libraries, op. cit.,

<sup>15</sup>Laura K. Martin, Magazines for School Libraries (New York: H. W. Wilson Company, 1947) pp. 53-121

<sup>16</sup>Ruby Ethel Cundiff, 101 Magazines for Schools (Nashville: Tennessee Book Company, 1954) pp. 25-26

titles, forty-five frequencies; Aviation, three titles, thirty frequencies; Arts, three titles, twenty-eight frequencies; Recreation and Hobbies, two titles, sixteen frequencies; Religion, two titles, fifteen frequencies; and Dramatics, two titles, fourteen frequencies. There were four areas listed in the preceding references which were represented in this study but were not listed by the Cooperative Study of Secondary School Standards. These areas with the number of magazine titles and subscription frequencies in each area are: General Popular Magazines, eight titles, 446 subscription frequencies; Elementary Magazines, nine titles, 128 frequencies; Nature Study and Conservation, two titles, seventy frequencies; Books and Libraries, six titles, fifty-nine frequencies; School Activities, three titles, fifty-four frequencies, and Miscellaneous, six titles, thirty-nine frequencies. This information is given in table form in Table XX. In the appendix there is a listing of the classifications with the magazine titles and frequencies to show how each magazine was classified. Every area listed by the Cooperative Study was represented by at least some of the schools, but from the above figures it can be seen that every school does not have one magazine in each classification. National and World Affairs and Homemaking are the two areas which are best represented in the schools. Religion and Dramatics have the least representation. From the areas



TABLE XX  
CLASSIFICATION OF MAGAZINES

Classification	Number of Titles	Frequencies
1. National and World Affairs	17	532
2. Homemaking	11	348
3. Industrial Arts	6	236
4. Sports and Outdoor Activities	10	212
5. Agriculture and Pets	13	189
6. Geography and Travel	4	155
7. Business and Economics	8	140
8. Science	4	138
9. Education	11	134
10. Fashions and Beauty Aids	5	124
11. Literature	5	105
12. Music	4	46
13. Health and Safety	2	45
14. Aviation	3	30
15. Arts	3	28
16. Recreation and Hobbies	2	16
17. Religion	2	15
18. Dramatics	2	14

AREAS NOT LISTED BY COOPERATIVE STUDY

1. General Popular Magazines	8	446
2. Elementary Magazines	9	128
3. Nature Study and Conservation	2	70
4. Books and Libraries	6	59
5. School Activities	3	54
6. Miscellaneous	6	39

that were not listed in the Cooperative Study, the area of General Popular Magazines has the largest representation, which would indicate that the majority of the schools are interested in subscribing to magazines that appeal to the interests of young people. There were 128 subscriptions that were classified as magazines for elementary grades and should not have been included in the report of magazines subscribed to by secondary schools.

#### VI. SUMMARY

All the 125 schools in this study subscribe to the recommended number of magazines for their school enrollments. The median number of magazines subscribed to for the whole group is twenty-eight and this is an increase of eight magazines per school since 1946. There were 89% of the schools that list a local newspaper. There were 36% that list a metropolitan newspaper, indicating that there is more need for newspapers that cover national and international affairs. There is a high agreement among the schools as to which magazines they prefer to have in their schools as there are ten magazines to which over 50% of the schools subscribe. There is much individuality also among the schools' selections as there were 209 magazines to which only one school subscribed. The larger number of magazines subscribed to by each school now than the number subscribed to in 1946 may be due to differences in economic conditions

or to increased realization of the utility of the magazines in the school room. Popular Mechanics and Reader's Digest are the two magazines that have maintained their popularity with all the groups compared in this study. Every area suggested by the Cooperative Study of Secondary School standards is represented by some school, but not all the schools subscribe to a magazine in each area.

## CHAPTER VI

### EVALUATIONS

The material for this chapter was gathered by the method of library research in order to determine some criteria that could be used for evaluating magazines and to note the comments of leaders in the field of library science in regard to the leading magazines in the present study. This chapter was divided into three parts. The first part dealt with suggestions for use in evaluating the worthiness of a magazine and presents the list of magazines for high school libraries that was prepared by the Magazine Evaluation Committee of the American Association of School Librarians. The second part gives a descriptive evaluation of the leading ten magazines to which over 50% of the schools in the present study subscribe, and the third part is a brief summary of the chapter.

#### I. CRITERIA FOR EVALUATION

Caspar Yost, of the St. Louis Globe Democrat says:

"There is no essential difference between character in a newspaper (or magazine) and character in a man. The same qualities that inspire confidence and attachment in the one inspire confidence and attachment in the other: integrity, sincerity, intelligence, humanity."<sup>1</sup>

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<sup>1</sup>E. E. Shepherd, "How to Interest Students in a Variety of Better Magazines," English Journal XXXVIII (October, 1949), p. 245

In judging a periodical there are two kinds of evidence that must be taken into consideration, external and internal. The unfavorable external evidence includes the cheap paper in the magazine, the smudgy printing, and gaudy and sensational pictures or illustrations. The internal evidence is found in the writings that are in the magazines. Things to be watched for are alliances of editors and publishers with organizations, movements, schools of thought, or economic forces.

"The investigator must be on his guard not only against such factors as advertiser's domination, propaganda, and prejudices, but also against insincerity, carelessness, and flippancy."<sup>2</sup>

"Walters gives six qualifications that periodicals to which schools subscribe should meet. These are: (1) The periodical should be one that is read or used quite frequently. There is no purpose in having an unused periodical in a library and its subscription should not be renewed. (2) The periodical should be the best of its kind that the users of the library will read. The standard of reading should not be lowered by magazines but they should be of the best level that the student can interpret. (3) The periodical should meet an actual or potential, intellectual, social, or industrial need or demand of the readers. (4) The periodical should not give offense to anyone because of its poor

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<sup>2</sup>Frank Luther Mott, A History of American Magazines (New York: D. Appleton and Company, 1930), p. 4

taste, low moral tone, or unfairness. (5) Each periodical should act as a supplement to others of similar purpose but not needlessly duplicate others. (6) No periodical should cost more for subscription and preservation than the library can reasonably afford. In deciding upon its value to the library the amount and character of its use should be the deciding factor rather than the actual cost.<sup>3</sup>

The Magazine Evaluation Committee of the American Association of School Librarians feels that magazines must be evaluated from the standpoint of the particular library for which they are being purchased. They feel that the factors that should be taken into consideration are the curriculum of the school, its extracurricular activities, and the interests and reading level of the students. This committee feels that it is impossible to make a recommendation on a first purchase list that would be applicable for all schools. The individual schools should make frequent evaluations of periodicals and students' interests, probably every year, as both periodicals and the interest of students are subject to rapid change.<sup>4</sup> This point of view, undoubtedly, accounts for the fact that there has been no new evaluation

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<sup>3</sup>Frank K. Walter, Periodicals for Small and Medium-Sized Libraries (Chicago: American Library Association, 1939) p. 93

<sup>4</sup>Standard Catalog for High School Libraries, (New York: H. W. Wilson Company, 1950) p. 1110

since the 1937 study by Eells in which a point value was assigned to the various magazines.<sup>5</sup> However, this committee has prepared a magazine list for high school libraries based on votes received either from teachers as being useful in their teaching or votes from students who found them readable and interesting.<sup>6</sup> Table XXI gives an alphabetical listing of these magazines. The seventy-five magazines in this list that are starred appeared on the present list of 146 magazines to which five or Montana schools subscribed.

## II. DESCRIPTIVE EVALUATIONS

The following paragraphs contain a descriptive evaluation of the ten magazines to which over 50% of the schools used in this study subscribed. The three sources that were used as references are The Standard Catalog for High School Libraries,<sup>7</sup> and the books by Martin<sup>8</sup> and Cundiff.<sup>9</sup>

Life. There is divided opinion on the part of the Magazine Evaluation Committee as to the advisability of placing Life on the magazine rack, but they feel that the value of its back issues is unquestioned and it is a valuable picture history as well as containing excellent long

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<sup>5</sup>Walter Crosby Eells, "Report on One Phase of the Cooperative Study of Secondary School Standards," Wilson Bulletin for Librarians, XII, June, 1937, p. 669

<sup>6</sup>Standard Catalog for High School Libraries, op. cit., pp. 1113-1121

<sup>7</sup>Ibid., pp. 1110-1121

<sup>8</sup>Laura K. Martin, Magazines for School Libraries

TABLE XXI

ALPHABETICAL MAGAZINE LIST FOR HIGH SCHOOL LIBRARIES

PREPARED BY MAGAZINE EVALUATION COMMITTEE OF

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

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Aero Digest	Dramatics
*Air Trails	*Education Digest
*American Artist	Educational Film Guide
American Forests	Educational Screen
*American Girl	*Etude, The
American Heritage	*Farm Journal
*American Home	*Flying
*American Magazine	Foreign Policy Reports
*American Observer	Fortune
American Photography	*Good Housekeeping
American Unity	*Harper's Magazine
*Americas	Hobbies
Arizona Highways	*Holiday
*Athletic Journal	*Home Craftsman
*Atlantic, The	Horn Book
Audubon Magazine	House and Garden
Aviation Week	*House Beautiful
Baseball Magazine	Junior Natural History
*Better Homes and Gardens	Junior Red Cross Journal
Book Review Digest	Labor Review
*Booklist	*Ladies' Home Journal
*Boys' Life	*Library Journal
Bulletin of the Atomic	*Life
Scientists	*Literary Cavalcade
*Business Week	Living for Young Homemakers
*Charm	*McCall's Magazine
*Chemistry	*Mademoiselle
Christian Century	Magazine of Art
*Collier's	*Mechanix Illustrated
Commonweal, The	Model Airplane News
*Congressional Digest	Musical America
*Consumer Reports	*NEA Journal
*Consumers' Research Bulletins	Nation
*Coronet	National 4-H News
*Country Gentleman	*National Geographic
*Current Biography	National Parent Teacher
*Current History	*Natural History
Dance Magazine	*Nature Magazine
Deltagram	Negro Digest



TABLE XXI (continued)

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*New Republic	See and Hear
New Yorker	*Senior Scholastic
*Newsweek	*Seventeen
Occupational Trends	Skyways
Occupations (Personnel Jr.)	*Sport
*Open Road	*Student Life
*Outdoor Life	*Subscription Books Bulletin
*Parents' Magazine	*Theatre Arts
Plays	*Time
*Popular Mechanics	*Today's Health
Popular Photography	*Today's Secretary
*Popular Science	*Travel
*Practical Home Economics	United Nations Bulletin
QST	United Nations World
Radio and Television News	*U. S. News & World Report
*Reader's Digest	*Vital Speeches of the Day
Recreation	Vogue
Safety Education	*Wilson Library Bulletin
*Saturday Evening Post	*Woman's Home Companion
*Saturday Review	World News of the Week
*Scholastic	
*School Arts	
*School Life	
*School Musician	
*School Review	
*Science Digest	
*Science News Letter	
*Scientific American	

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\*Starred magazines are those that appear on the present list of 146 magazines to which five or more Montana schools subscribe.

articles.<sup>10</sup> Cundiff states that it is more sensational than most school librarians like and that some feel that students look at the pictures and fail to read the article. "If one picture is worth a thousand words, the magazine must be worthwhile."<sup>11</sup> Martin says that Life's great popularity makes its omission a black mark for the library in the eyes of many adolescent students.<sup>12</sup> Many science teachers appreciate it for its accurate scientific information; homemaking teachers feel that its charts on nutrition are very helpful; and it is valued for its reproductions of famous paintings.<sup>13</sup>

Reader's Digest. This is one of the most widely circulated and best known magazines among students. It is a valuable source for reference material as well as recreational reading.<sup>14</sup> The Reader's Digest has popularized non-fiction and has undoubtedly widened the reading interest of many high school students.<sup>15</sup>

Time. This magazine contains sections on art, books, business, cinema, education, foreign news, letters, medicine, milestones, miscellany, music, national affairs, people,

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(New York: H. W. Wilson Company, 1947.) pp. 123-158

<sup>9</sup>Ruby Ethel Cundiff, 101 Magazines for Schools  
(Nashville: Tennessee Book Company, 1954) pp. 7-23

<sup>10</sup>Standard Catalog for High School Libraries, op. cit.,  
p. 1117

<sup>11</sup>Cundiff, op. cit., p. 14

<sup>12</sup>Martin, op. cit., p. 148

<sup>13</sup>Standard Catalog, op. cit., p. 1120

<sup>14</sup>Ibid., p. 1119

<sup>15</sup>Martin, op. cit., p. 152

press, radio and TV, religion, science, sport and theatre.<sup>16</sup>  
Time has become almost synonymous with current events  
magazines. "Every library, no matter how small, needs at  
least one magazine of this type." The style of writing used  
in Time makes for its readability.<sup>17</sup>

Popular Mechanics. This periodical is uniformly first  
in any list of magazines that are popular with boys and has  
become a tradition and habit in school libraries.<sup>18</sup> It is the  
best known and most popular of the handicraft magazines for  
boys. There are many illustrated descriptions of things to  
make with simple equipment.<sup>19</sup>

National Geographic. This magazine is of particular  
value to teachers as the Society makes available the Geographic  
News Bulletin weekly during the school year to help teachers  
make greater use of the National Geographic. It is timeless  
in its interest and values.<sup>20</sup> Its content is closely related  
to the school curriculum and probably no other magazine has  
won for itself so fixed a place in the school program. Its  
indexed and classified illustrations, as well as the durability  
of the paper, makes it a magazine that can be used over and

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<sup>16</sup>Cundiff, op. cit., p. 21

<sup>17</sup>Standard Catalog, op. cit., p. 1120

<sup>18</sup>Martin, op. cit., p. 151

<sup>19</sup>Standard Catalog, op. cit., p. 1118

<sup>20</sup>Cundiff, op. cit., p. 15

over again throughout the year.<sup>21</sup>

Newsweek. This periodical is considered reliable and well written by many leaders.<sup>22</sup> It is a weekly review of world affairs written in a popular readable style that contains news interest on books, business, education, sports, music, global strategy, politics, and personality.<sup>23</sup> Newsweek is regarded highly by many teachers for its clarity and directness and lack of affectation in its language. Many teaching aids, such as pamphlets, objective tests, and maps, are furnished by Newsweek.<sup>24</sup>

Saturday Evening Post. The articles in the Post are slanted to appeal to the average man and have a conservative viewpoint. The cartoons, anecdotes, and colorful advertisement gives added appeal to the magazine for high school boys.<sup>25</sup> The articles and stories are usually by outstanding authors.<sup>26</sup> "The Post's present claim to consideration for use in the high school library is based, as it has always been, upon its position as a leading conservative weekly, which owes its popularity to the virility rather than the profundity, of its reading content."<sup>27</sup>

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<sup>21</sup>Martin, op. cit., p. 146

<sup>22</sup>Cundiff, op. cit., p.16

<sup>23</sup>Standard Catalog, op. cit., p. 1118

<sup>24</sup>Martin, op. cit., p. 150

<sup>25</sup>Standard Catalog, op. cit., p. 1118

<sup>26</sup>Cundiff, op. cit., p. 18

<sup>27</sup>Martin, op. cit., p.154

Popular Science. This publication is very similar to Popular Mechanics and both magazines are needed in all but the smallest schools because boys never have enough of the detailed instruction that these publications provide.<sup>28</sup> It is very popular especially with junior and senior high school boys.<sup>29</sup>

Seventeen. For teenagers this is an outstanding magazine as it has a direct honest approach to adolescent problems of all kinds. There are also stories, discussions of world problems, current book reviews, lists of recordings, vocational information and fashion news.<sup>30</sup>

Better Homes and Gardens. The most valuable feature in this periodical is that the suggestions it gives can be carried on by people with moderate incomes. There are articles on remodeling, child care, and food preparation.<sup>31</sup> The statement of one high school girl summarizes the scope of this publication by saying that it has variety and arrangement such that you can learn to conduct your whole house, from sewing to kitchen work.<sup>32</sup>

### III. SUMMARY

This chapter gave a short discussion on criteria for evaluating periodicals and descriptive evaluations of the ten

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<sup>28</sup>Standard Catalog, op. cit., p. 1118

<sup>29</sup>Cundiff, op. cit., p. 17

<sup>30</sup>Standard Catalog, op. cit., p. 1120

<sup>31</sup>Ibid., p. 114

<sup>32</sup>Martin, op. cit., p. 131

magazines to which 50% of the accredited schools in Montana subscribe. In judging the value of a periodical each individual school must take into consideration the needs of their curriculum and student interests. No one list of magazines is equally suitable for all schools.

In the discussions of the magazines, all of the magazines subscribed to by 50% of the schools are considered by the librarians as being extremely worthwhile and useful for schools. Some doubts were expressed as to the advisability of Life being included in high school subscriptions but its worthwhile material, plus its popularity with students makes it a necessity on most school lists.

## CHAPTER

### SUMMARY AND CONCLUSIONS

The purpose of this study was to discover the magazines leading in subscription popularity in the Accredited Secondary High Schools of Montana and to determine whether the students are being given an adequate opportunity to familiarize themselves with good periodical reading by finding out whether or not it is available in the schools for their use. The library facilities and training of the librarians were tabulated to determine whether or not these are such that they would insure a good probability of the subscribed to material being put to worthwhile use.

The reports of the Secondary School Principals of 125 accredited secondary schools in the state of Montana were used as a basis for collecting the data on library standards and magazine subscriptions. For the purposes of evaluating the data the schools were grouped according to enrollments and The Cooperative Study of Secondary School Standards and the Manual of Accrediting Secondary Schools of the Northwest Accrediting Association were used as sources of evaluation standards.

Findings of the study. The number of periodicals subscribed to by the schools is above that recommended by

the Northwest Accrediting Association. There has been an increase of eight magazine subscriptions per school since 1946 as the median number of magazines in the Ames' study of that date was twenty, and twenty-eight is the median number in the present study. This would indicate that the schools are becoming more aware of the need for having current reading material in the schools for their students. The ten magazines that are subscribed to by over 50% of the schools are: Life, Reader's Digest, Time, Popular Mechanics, National Geographic, Newsweek, Saturday Evening Post, Popular Science, Seventeen, and Better Homes and Gardens. This indicates that there is a uniformity in the leading magazines the schools prefer to have on their subscription lists. There were 209 magazines to which only one school subscribes, which shows that there is much individual preference among the schools. There were 89% of the schools that listed a local newspaper and 36% that listed a metropolitan newspaper. These facts show that while the magazine current reading interest is being adequately met, there is need for more newspaper coverage of national and international affairs.

In the comparative study with the Ames report, fourteen magazines that were popular in school subscriptions in 1946 are still among the leading twenty today. These magazines are Life, Reader's Digest, Time, Popular Mechanics, National Geographic, Newsweek, Saturday Evening Post, Popular



Science, Better Homes and Gardens, Good Housekeeping, What's New in Home Economics, American Girl, Nature, and Science News Letter. This indicates that there is a tendency for magazines to maintain their popularity in school libraries.

When dividing the magazine titles and frequencies into the areas suggested by the Cooperative Study of Secondary School Standards, the areas best covered by school subscriptions were National and World Affairs and Homemaking. Each school was not represented as having at least one subscription in the eighteen recommended areas. This may be due to the fact that the schools' curriculum or the students' interests do not fall in any of the areas that were omitted, or it could indicate that the curriculum of student interests are not being fully met by the magazine subscriptions. The ten leading magazines to which over 50% of the schools subscribed were given very good descriptive evaluations by leaders in the field of library science, which shows that the schools are selecting worthwhile materials for their students.

In the tabulation of the library standards in order to determine whether they were adequate to insure good use of the periodicals, all of the schools were found to have a central library, but 34% of these schools had the library located in the study hall which is a distracting factor both for the students and the librarian. There were 86% of the schools that kept the library open six periods a day. This

would make periodicals accessible to the students when they had free time during the school hours. Books were cataloged according to author, title, and subject card by 84% of the schools. This facilitates the handling of the library materials and makes more of the librarian's time free to devote to other duties than searching for materials. The extra duty of caring for the audio-visual aids materials was not given to the librarian in 74% of the schools. The budget recommendation was met or surpassed by 91% of the schools, indicating that there were adequate funds to supply the desired periodicals. The amount spent on bindings of books and periodicals was indicated by 64% of the schools. As much of the periodical material furnishes a basis for valuable reference material, all the schools should set aside a portion of their budget to meet this need. The recommended number of hours of library training for the librarians was met by 57.6% of the schools. The training of the librarians was the one factor that was most unsatisfactory in assuring the proper utilization of the periodicals by the students. As it is the responsibility of the librarian to guide the students in their reading selections, it is important that she be well trained.

Suggestions for further research. The field of libraries and periodicals offers a wide range of subjects

for further research. Some of the suggested areas are:

- (1) A study of the magazine reading interests of the secondary school pupils in Montana.
- (2) A study of the place of periodicals in the reading of high school students.
- (3) A study on the education of school librarians.
- (4) An evaluation by the students and teachers as to which magazines in the present list they consider most worthwhile.

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## **APPENDIX**

STANDARD 2--LIBRARY AND LABORATORY

(Copy of Form filled out by Principals)

1. Library

Personnel and Books: (Standards are in chart form)

Enrollment	Time in Library	Quarter Hours of Training
Less than 100 students	Two Periods	9
100-300 Students	One-Half Day	15
300-500 Students	Same	21
Over 500 Students	Full-Time	30

Volumes	Newspapers	Periodicals
1000	1 Local	
10-20% Duplicates	1 Metropolitan	5-10
1000-2700		
10-25% Duplicates	Same	10-20
2700-4000		
20-30% Duplicates	Same	15-30
4000-7000		
25-40% Duplicates	Same	20-40

- Does the school have a central library? Yes\_\_\_ No\_\_\_
- Is the library located in a study hall? Yes\_\_\_ No\_\_\_  
Other\_\_\_
- Number of quarter hours of approved training by librarian  
\_\_\_\_\_ quarter hours.
- Book collection: Number of volumes selected from approved  
lists\_\_\_\_\_ volumes. Percentage of duplication\_\_\_\_\_ per  
cent.
- BUDGET: How much was spent for new books and periodicals  
last year? \$\_\_\_\_\_ How much was spent for repair and  
binding of books and periodicals \$\_\_\_\_\_
- Number of periods library is open for student use?\_\_\_\_\_
- What is the seating capacity of the library?\_\_\_\_\_ students.

STANDARD 2--LIBRARY AND LABORATORY (continued)

8. Are all the books cataloged with an author card? yes\_\_  
no\_\_ title card? yes\_\_ no\_\_, and subject card? yes\_\_  
no\_\_
9. Are all audio-visual materials considered a part of the  
library? yes\_\_ no\_\_
10. Are all audio-visual materials cared for by the librarian?  
yes\_\_ no\_\_
11. Laboratories and Other Instructional Equipment and Supplies.

## STANDARD 2--LIBRARY AND LABORATORY

### I. LIBRARY

The association recommends the following provisions for library maintenance. A central library is a requirement in each senior high school. The library facilities shall be adequate to the needs of instruction in the subjects taught. The books shall be properly inventoried and cataloged.

#### A. PERSONNEL

The Association recommends that by 1948 the following conditions should be met:

- (1) Enrollment of 100 or less pupils.  
A teacher librarian who has had at least 9 quarter (6 semester) hours of training in library science, who devotes at least 2 periods daily and exclusively to library work and who carries a correspondingly lighter teaching load than would be assigned to a full-time teacher. There should be sufficient student help to keep the library open all day under the indirect supervision of the teacher librarian.
- (2) Enrollment of 100-300 pupils.  
A half time librarian who is qualified for teaching and who has 15 quarter (10 semester) hours of training in library science in an approved school of higher learning.
- (3) Enrollment of 300-500 pupils.  
A half time librarian who is qualified for teaching and who has 30 quarter (20 semester) hours of training in library science in an approved school of higher learning.
- (4) Enrollment of 500 pupils or over.  
A full time librarian who is qualified for teaching and who has 30 quarter hours (20 semester hours) in an approved school of higher learning. A full time clerical assistant or, in lieu thereof, sufficient part time clerical assistants to equal this amount of clerical service.

#### B. BOOKS

- (1) Enrollment of 100 or less pupils.  
One thousand selected books exclusive of govern-

STANDARD 2--LIBRARY AND LABORATORY (continued)

ment documents and text books. Ten to twenty per cent of these may be duplicate copies. Also one good metropolitan newspaper in addition to a local one, and a list of from 5 to 10 periodicals, suitable for student use.

- (2) Enrollment of 100-300 pupils.  
One thousand to 2700 selected books averaging from 10 to 9 per pupil according to the size of the school. Fifteen to twenty-five per cent of these may be duplicate copies. Also one daily metropolitan newspaper in addition to a local one, and a list of from 10 to 20 periodicals, suitable for student use.
- (3) Enrollment of 300-500 pupils.  
Two thousand seven hundred to 4000 selected books averaging from 9 to 8 per pupil according to the size of the school. Twenty to thirty per cent of these may be duplicate copies. Also well selected newspapers and 15 to 30 suitable periodicals.
- (4) Enrollment of over 500 pupils.  
Four thousand to 7000 or more selected books. Twenty-five to forty per cent of these may be duplicate copies. Also well selected newspapers and from 20 to 40 or more suitable periodicals. Schools with an enrollment of 1000 or more should catalog not less than 5000 titles.

The association recommends that, where available, the current state library list should be used in the selection of books. The distribution of titles should approximately meet the per cents as suggested in the most recent Standard Catalog for High School Libraries. The Fifth edition, 1947, recommends as follows:

General Works (class 000) . . . . .	1.5%
Philosophy (class 100) . . . . .	1.0
Religion (class 200) . . . . .	1.0
Social Studies (class 300) . . . . .	9.6
Philology (class 400) . . . . .	1.0
Science (class 500) . . . . .	7.6
Useful Arts (class 600) . . . . .	16.7
Fine Arts (class 700) . . . . .	8.0
Literature (class 800) . . . . .	10.8
Literature (class 800) . . . . .	6.0
Travel (class 910-919) . . . . .	9.9
History (class 900-909; 930-991) . . . . .	9.9
Fiction (class F) . . . . .	17.0

STANDARD 2--LIBRARY AND LABORATORY (continued)

The Association recommends that the distribution of the periodicals be such that all departments of the school will be served. It also recommends proper storage and filing space for magazines. It likewise regards either the "Readers Guide to Periodical Literature" or the "Abridged Readers Guide" as standard equipment. The list recommended by the Cooperative Study of Secondary School Standards, the Ellis list, as published in the proceedings of the Northwest Association in April, 1945, should be used as a guide in selecting the magazines and periodicals.

C. BUDGET

- (1) Enrollment of 200 or less pupils.  
An annual appropriation for books and periodicals of at least \$300.
- (2) Enrollment of 200-500 pupils.  
An annual appropriation for books and periodicals of at least \$1.50 per pupil.
- (3) Enrollment of over 500 pupils.  
An annual appropriation for books and periodicals of \$1.00 per student or \$750 per school, whichever is the greater.

II. Laboratories and Other Instructional Equipment and Supplies.

Laboratory equipment and supplies for instruction should be convenient to the classrooms being served and sufficient to permit full student participation in the laboratory phase of the instructional program. In many instances it is better to have equipment sufficient for teaching one subject well than to divide the equipment between two subjects and not be able to do good work in either.

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\*Copied from Northwest Manual of Accrediting Secondary and Higher Schools, 1950.

CLASSIFICATION OF MAGAZINES USED IN THIS STUDY

<u>Periodical</u>	<u>Frequency</u>	<u>Periodical</u>	<u>Frequency</u>
<u>Agriculture and Pets</u>		<u>Business &amp; Econ. (continued)</u>	
Farmer's Digest	10	Consumer Union Reports	25
Successful Farming	13	Consumer Research Bul.	23
Farm Quarterly	13	Today's Secretary	28
American Farm Youth	15	Business Education World	21
Better Farming Methods	9	Nations Business	15
Country Gentleman	41	Rotarian	8
Hoard's Dairyman	19	Total	140
Montana Farmer Stockman	16		
Your Farm	9	<u>Dramatics</u>	
Farm Journal	28	Dramatics	6
American Poultry Journal	6	Theatre Arts	8
Montana Farmer	6	Total	14
Doane's Agric. Digest	5		
Total	190	<u>Education</u>	
<u>Arts</u>		Education Digest	10
American Artist	8	NEA Journal	8
School Arts	13	Parents Magazine	15
Design	5	School Life	9
Total	28	School Review	5
<u>Aviation</u>		Nations Schools	27
Air Trails	6	American School Board Jr.	22
Flying	19	School Executive	13
Current Sci. & Aviation	5	Montana Education	5
Total	30	Mathematics Teacher	5
		Clearing House	15
		Total	134
<u>Books and Libraries</u>		<u>Elementary</u>	
Readers Guide	9	Grade Teacher	32
Catholic Library World	5	Instructor	30
Booklist	10	Children's Activities	16
Library Journal	11	Jack and Jill	15
Subscription Books Bul.	5	Wee Wisdom	9
Wilson Library Bul.	19	Child Life	7
Total	59	Children's Digest	7
<u>Business and Economics</u>		Children's Playmate	6
Gregg Writer	7	Elementary School Journal	6
Business Week	13	Total	128

CLASSIFICATION OF MAGAZINES USED IN THIS STUDY (cont.)

<u>Periodical</u>	<u>Frequency</u>	<u>Periodical</u>	<u>Frequency</u>
<u>Fashions and Beauty Aids</u>		<u>Homemaking (cont.)</u>	
Charm	13	What's New in Home Ec.	56
Mademoiselle	24	Forecast for Home Ec.	23
Seventeen	74	American Home	30
Glamour	7	Better Homes & Gardens	69
Modern Miss	6	House Beautiful	5
Total	124	Total	348
<u>General Popular Magazines</u>		<u>Industrial Arts</u>	
American Girl	55	Homecraftsman	19
American Magazine	37	Mechanix Illustrated	9
Boys' Life	51	Popular Mechanics Magazine	97
Collier's	41	Popular Science	74
Coronet	45	Industrial Arts & Voc. Ed.	32
Reader's Digest	98	School Shop	5
Saturday Evening Post	84	Total	236
American Boy	35		
Total	446		
<u>Geography and Travel</u>		<u>Literature</u>	
Holiday	28	Atlantic Monthly	37
National Geographic	97	Harper's	31
Travel	7	Literary Cavalcade	5
Montana Magazine of Hist	23	Saturday Review	15
Total	155	English Journal	17
		Total	105
<u>Health and Safety</u>		<u>Music</u>	
Journal of Health & P.E.	5	Etude	17
Today's Health	40	School Musician	15
Total	45	Musical Education Journal	6
		Instrumentalist	8
		Total	46
<u>Homemaking</u>		<u>National and World Affairs</u>	
Journal of Home Econ.	6	American Observer	12
Ladies Home Journal	35	Americas	7
Good Housekeeping	61	Congressional Digest	5
McCall's	25	Current Biography	13
Practical Home Econ.	29	Current History	21
Woman's Home Companion	9		



CLASSIFICATION OF MAGAZINES USED IN THIS STUDY (cont.)

Periodical	Frequency	Periodical	Frequency
<u>Nat'l and World Affairs (cont.)</u>		<u>Science</u>	
Life	108	Chemistry	7
Look	26	Science Digest	59
Current Events	6	Science News Letter	50
Town Journal	20	Scientific American	22
Weekly News Review	5	Total	138
Christian Science Mon.	12		
New York Times	29	<u>Sports &amp; Outdoor Activities</u>	
New Republic	5	Hunting and Fishing	11
Newsweek	96	Sports Afield	15
Time	98	True	5
U. S. News	59	Ski	5
Vital Speeches	10	Athletic Journal	40
Total	532	Outdoor Life	20
		Sports	16
<u>Nature Study and Conservation</u>		Sports Illustrated	20
Natural History	20	Field and Stream	47
Nature Magazine	50	Scholastic Coach	33
Total	70	Total	212
<u>Recreation and Hobbies</u>		<u>Miscellaneous</u>	
School Activities	11	Ford Times	5
Photography	5	Today	5
Total	16	Reporter	8
		Sign	8
<u>Religion</u>		Compact	7
Catholic Digest	8	Extension	6
Catholic World	7	Total	39
Total	15		
<u>School Activities</u>			
Scholastic	16		
Senior Scholastic	30		
Student Life	8		
Total	54		